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ABSTRACT

Thirteen Native Indian and Inuit (Eskimo) teacher education projects in Canada were surveyed to provide for better understanding, to facilitate the exchange of ideas, and to assist new projects, Indian organizations, government officials, funding agencies, and researchers. The survey format, completed by program staff, encompasses: (1) basic information such as names of programs, their directors, and student representatives, if any; (2) general description including type of curriculum and diploma requirements; and (3) detailed description, listing objectives, statistical features, course offerings and requirements, student teaching experiences, and program support services. Other categories covered are governance, which may include administrative and advisory features, staffing, including job responsibilities, admission requirements, funding, number of graduates, and unique and/or important aspects. Appended is a paper entitled "Native Indian Teacher Education in Canada." It analyzes the need for such special programs, broadly defines types of programs available, analyzes their effectiveness, and identifies their problems. (MM)

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NATIVE TEACHER EDUCATION

A SURVEY OF NATIVE INDIAN AND INUIT TEACHER EDUCATION PROJECTS IN CANADA

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ARTHUR J. MORE

Published by the Canadian Indian Teacher Education Projects (CITEP) Conference
February, 1981

NATIVE TEACHER EDUCATION:

A Survey of Native Indian and Inuit Teacher Education Projects in Canada
Second Edition

Table of Contents

	Page
Introduction	1
Introduction 1979 Edition	2
Teacher Education Program in Labrador (TEPL) and Memorial University Native and Northern Teacher Education Program (MUNTEP).	3
MicMac Teacher Education Program (MTEP)	8
Indian Students' Program, University of New Brunswick	12
Inuit Teacher Training Program, Kativik School Board and McGill University	14
Native Teacher Education Program (NTEP), Lakehead University	17
Brandon University Native Teacher Education Program (BUNTEP), Brandon University	19
Project for the Education of Native Teachers (PENT), Brandon University	23
Winnipeg Education Centre, University of Manitoba	26
Indian Teacher Education Program (ITEP), University of Saskatchewan.	28
Northern Teacher Education Program (NORTEP), LaRonge, Saskatchewan	31
Saskatchewan Urban Native Teacher Education Program (SUNTEP), Gabriel Dumont Institute, Regina and Saskatchewan	34
Indian Cultural College Teacher Education Program, Regina	38
Teacher Education Program (TEP), Fort Smith, Northwest Territories	42

Page

Teacher Education Program (Inuit) - Frobisher Bay, Northwest Territories 45

Morning Star, Blue Quills Education Centre and University of Alberta 48

Native Student Services, University of Calgary. 51

North Okanagan Native Teacher Education Program (NONTEP), Simon Fraser University 54

Native Indian Teacher Education Program (NITEP), University of British Columbia. 57

Appendix: Native Teacher Education in Canada 61

Introduction

This survey is essentially a revision of Native Teacher Education: A Survey of Native Indian Teacher Education Projects in Canada, published in September 1979. The title of the present publication has been altered to recognize the significant number of Inuit people in these projects.

The purpose of this survey is the same: to provide a basis for a better understanding and exchange of ideas among projects, and to assist new projects, Indian organizations, government officials, funding agencies and researchers.

During the sixteen months since the earlier publication of the survey there have been many changes in programs. Students have graduated and new students have taken their places. Directors and instructors have changed. IMPACTE at Brandon has been phased out to become a part of BUNTEP; and the Mt. Currie Program ceased operation in 1980. New programs include the Micmac Teacher Education Program at Nova Scotia Teachers College, the Inuit Teacher Training Program operated by Kativik School Board and McGill University, SUNTEP - an urban program of the Gabriel Dumont Institute, and an extension of the Indian Students Program of the University of New Brunswick to Cape Breton. The programs of the Indian Cultural College have been added to this publication after being overlooked in the first survey.

I would like to express my thanks again to the Projects for their cooperation I received in gathering the information.

Arthur J. More, Ph.D.
Supervisor of Indian Education
Faculty of Education
University of British Columbia
Vancouver, British Columbia

January 1981

Introduction to First Edition

The concept of a survey of the Native Indian Teacher Education Programs was initiated at the March, 1979 Canadian Indian Teacher Education Projects (CITEP) Conference.

The purpose of the survey is primarily to provide a basis for better understanding and exchange of ideas among the Projects. It also is designed as a source of information to new Projects, Indian organizations, government officials, funding agencies and researchers.

Brochures, bulletins and reports on the Projects were collected by the authors. From these a standard format for a report on each Project was developed. The format was sent to each Project with a request to complete the report. This survey contains the responses of each Project as received except for minor editing changes.

We would like to express our thanks to each Project for the cooperation we received in gathering the reports. We hope that this is only the first of many cooperative ventures of the individual Projects that make up CITEP.

Arthur J. More, Ph.D.
Supervisor of Indian Education

J. H. Wallis, Faculty Secretary
Assistant to the Dean

Faculty of Education
University of British Columbia
Vancouver, British Columbia

September 1979

TEPL
MUNNTEP

1. Basic Information:

Name of program: Teacher Education Program in Labrador (TEPL)
Memorial University Native and Northern Teacher Education Program (MUNNTEP)

Program Director: Dr. Frank Riggs, Acting Director (until May 1, 1981)
Dr. B. Schloss, Director (after May 1, 1981)
Division of Native and Northern Education
Faculty of Education
Memorial University of Newfoundland
St. John's, Newfoundland A1B 3X8

Student Representatives: Not yet determined.

2. General Description:

Memorial University of Newfoundland approved two programs for the training of teachers for schools in which Indian and Inuit children receive instruction. This approval was granted on May 9, 1978, and the Division of Native and Northern Education was established on January 9, 1979. Two programs are administered through this division:

a) Teacher Education Program in Labrador (TEPL)*: This is a field-based 20-course program providing the first two years of a teacher training course leading to a Provincial Teaching Certificate Class II. All courses are offered in Labrador. The arts courses involve such subjects as History, Sociology-Anthropology, Linguistics (native languages), and English. Education courses involve instruction in education theory and methodology. The program involves an integrated activity-oriented approach to the training of native teachers.

b) Memorial University Native and Northern Teacher Education Program (MUNNTEP)*: This is a 14-course campus-centered diploma program available to students registered for B.A. (Ed.) or component degree programs offered by the Faculty of Education on the St. John's campus of Memorial University. Students may enrol in the diploma program in Native and Northern Education either concurrent with or subsequent to their enrolment in an appropriate degree program. To be eligible for a diploma in Native and Northern Education, a student must have completed a total of 11 courses from the MUNNTEP program - 6 of which must be in addition to those included in the program of the requisite degree.

* Both programs are under review. Review Committee to report in early 1981.

3. Detailed Description - TEPL:

a) Program objective: The primary objectives of the TEPL program centered around the preparation of native teachers for the schools of the province of Newfoundland and Labrador in which native children receive instruction. The students registered in TEPL consist of those students currently serving as teacher aids in the various schools within the Labrador district as well as native people who aspire to a teaching career but have not as yet received appointments as teacher aids.

b) Statistics: At present, 25 students are registered in the program. Eight courses have been offered since the program began, plus four being offered in the Winter 1981 semester in Nain, Sheshatshit. The staff for all courses offered in the TEPL program is carefully selected from among professional educators who have an understanding of and considerable experience with programs designed to train native teachers. Where possible, local native people from Labrador are involved in the instruction of the linguistics courses involving the Labrador dialect - Indian and Inuttut language. Due to the fact that the program has only recently been developed, there are as yet no graduates.

c) The TEPL program consists of 20 courses offered on a part-time basis, and a student would normally complete the required 20 courses over a period of 4 years. Following the completion of the required courses a student would receive a TEPL Certificate from Memorial University as well as a Provincial Teaching Certificate Class II from the Department of Education, Province of Newfoundland.

d) Course work: It is imperative that all students complete 20 out of the 23 courses. Options exist in the area of linguistics and teaching strategies.

e) Student teaching: Education 3001: Supervised Practice Teaching in Native Schools I and Education 3002: Supervised Practice Teaching in Native Schools II constitute the student teaching component of the TEPL program. These courses run for a period of 4 months each and will take place where possible in the local community from which the student comes. Students are required to complete the supervised practice teaching component subsequent to the completion of the TEPL courses selected in consultation with the director of the Division of Native and Northern Education. Supervision for the student teaching component will be provided by a member of the Faculty of Education, Memorial University of Newfoundland, as well as by a cooperating teacher.

f) Program support services: Through a federal-provincial agreement, the provincial Department of Rural Development provides financial aid to all students registered in the TEPL program. This financial aid consists of the payment of tuition fees, textbooks, transportation where necessary, clothing allowance where necessary, and a living allowance equivalent to that paid by Canada Manpower to students enrolled in training programs under that department.

Detailed Description - MUNNTEP

a) Program objective: The primary objective of the MUNNTEP program is to offer training to students enrolled in the B.A.(Ed.) or conjoint education degree programs offered on the main campus of Memorial University. This training is to prepare them for teaching assignments in native and northern communities.

c) The MUNNTEP program coincides with all normal education degree programs offered by the Faculty of Education. It is possible for a student entering the MUNNTEP program early in the teacher education program to apply a maximum of 5 courses to the education degree(s) as arts or education electives. Such a student could, therefore, complete the requirements for a MUNNTEP diploma with only 6 courses in addition to those required for the degree. This would, in effect, mean an addition of at least one semester. Students who enter the MUNNTEP diploma program following the completion of their education cegrees would of necessity have to extend their period of instruction to a length sufficient to permit them to complete all diploma requirements.

d) Course work: There are 8 compulsory and 3 elective courses on the MUNNTEP diploma program.

e) Student teaching: In order to be awarded a MUNNTEP diploma a student must complete a one-semester internship. This internship must take place in a native community and cannot occur before a student has completed 5 courses on the MUNNTEP diploma program. Supervision will be provided by a member of the Faculty of Education and a cooperating teacher.

f) Program support services: Where necessary, counselling services in the MUNNTEP program are provided by the director of the Division of Native and Northern Education.

4. Governance:

Memorial University of Newfoundland acts as an academic agency through which all courses in both the TEPL and MUNNTEP programs are offered. Courses from both programs have senatorial approval and carry university credit. The university is also responsible for the administration of the day-to-day operations of the program through the director and the Dean, Faculty of Education. In addition, it exercises control over the budget and the engagement of professional personnel. The Indian and Inuit communities, school boards, and government agencies are involved in an advisory capacity. This is accomplished through the activities of an Advisory Committee which represents the native associations, the Department of Education, and Memorial University of Newfoundland, and the two school districts which operate the schools in coastal Labrador. All matters pertaining to the development and delivery of the program are discussed by the Advisory Committee, including the selection of instructional staff. Resolutions passed at meetings of the Advisory Committee are presented to the Dean, Faculty of Education, as recommendations.

5. Staffing:

a) TEPL (part time): One of the major concerns of native people, school board personnel, and the university is that of appropriate staffing for the TEPL program. As mentioned earlier, every effort is made to involve local native people in the areas of instruction in which they possess expertise as well as to involve experienced and competent non-native instructional staff. In an attempt to accomplish the maximum degree of course and program integration, a staffing development project is associated with our TEPL program. This project involves a meeting of all instructional staff at a time well in advance of the beginning of classes in the TEPL program. Instructional staff are invited to a central location to meet with the director of the program, and, where possible, with the Advisory Committee, to discuss the content of their courses and their approaches to teaching. Through shared efforts, the staff attempt to integrate and relate various courses being offered over a particular period of time. To date, this activity has proven to be one of the most positive and productive features of the offerings in the TEPL program. In certain instances where face-to-face encounters are impossible due to time or distance, conference calls are arranged to provide an opportunity for instructional staff who have participated in the program to discuss with new staff members the approach taken in the delivery of courses. Due to the fact that staff in our TEPL program are primarily on a part-time arrangement, it is essential that all instructors who deal with the students possess some sense of the direction and emphasis of other courses taught.

b) Job description: Two native consultants, one employed by the Roman Catholic School Board and one employed by the Labrador East Integrated School Board, have been appointed. These individuals are appointed on a part-time basis, represent respective native associations, and collectively serve as a necessary communication link between the university and the various native groups and individuals for whom the teacher training programs have been designed. It is expected that there will be periods of peak activity such as prior to and during the TEPL course offerings scheduled for Goose Bay, Labrador, during the spring and summer of each year.

Responsibilities:

1) To become thoroughly familiar with the programs and related activities of the Division of Native and Northern Education.

2) To establish and maintain a close working relationship with the various native groups within his/her particular cultural and geographical area by:

   a) Interpreting the specifics of the Native and Northern Education programs to prospective students, teachers in the various communities, and any other interested people within his/her area.

b) Providing encouragement and support for Indian and Inuit students who have enrolled in the TEPL or MUNNTEP programs, and

c) Assisting with arrangements for student transportation and lodging during their study sessions, whether they be held at a central point in Labrador or on the island part of the province.

3) To provide field support for all activities in the TEPL and MUNNTEP programs which directly involve students coming from and going to particular communities for the purpose of study.

c) MUNNTEP: Staffing in the MUNNTEP program depends upon the availability of full-time faculty members with expertise in minority group education, etc., as well as the acquiring of services on a part-time basis of individuals from other institutions in Canada who are available to deliver Summer Session courses.

6. Admission:

a) TEPL: The general admission requirements of the university as outlined in the university calendar govern admission to the TEPL program. Specifically, this means that students may enter the TEPL program under a mature admissions clause or a special admissions clause as well as through normal admission procedures involving successful completion of high school matriculation. Currently there are students enrolled in the TEPL program who have been admitted under all three procedures.

b) MUNNTEP: In order to be considered for admission to the MUNNTEP program a student shall have been admitted to the Faculty of Education. In addition, the student must make special application to the MUNNTEP program.

7. Funding:

Funding for all programs administered through the Division of Native and Northern Education is provided jointly by Memorial University of Newfoundland and the federal-provincial agreement for native funding. Operational costs are provided by and administered through Memorial University of Newfoundland. Student support costs on the other hand are provided by and administered through the Department of Rural Development, Labrador Services Division.

8. Graduates:

None.

MTEP

1. Basic Information:

Name of Program: Micmac Teacher Education Program

Program Director: John Prosper, Coordinator, MTEP
Nova Scotia Teachers College
P. O. Box 810
Truro, Nova Scotia B2N 5G5

Student Representatives: Mary Lou Copate and Shirley M. Johnson
MTEP
Nova Scotia Teachers College
P. O. Box 810
Truro, Nova Scotia B2N 5G5

2. General Description:

The Micmac Teacher Education Program (MTEP) is a three-year pilot project at the Nova Scotia Teachers College in Truro. The program is open to both status and non-status Micmacs of Nova Scotia. The program began in September, 1980.

Three years ago, after continuous requests from the Native Teacher Aides of Nova Scotia to be given an opportunity to become certified teachers, Peter Christmas, Director, Micmac Association of Cultural Studies, and Paul Robinson, Senior Research Associate, Atlantic Institute of Education, were asked to draw up a program. This action, with consultation from Paul Zann of Nova Scotia Teachers College, led to a two semester year, each semester 12 weeks long, plus three months of student teaching each year. Three years of study will lead to a TC-4 certification. Graduates from the program will be able to teach anywhere in the province.

The essential components of the 3 year program are:

a) an introduction to the student teacher's society and heritage followed by a grounding in the disciplines basic to effective teaching;
b) acquisition of understandings and skills required for teaching the basic school curriculum;
c) exposure to those understandings and skills which take the prospective teacher from the immediate concerns of the classroom into the broader realm of related educational and social situations and concerns.

Complementing the instructional aspects of the program are 9 months of classroom/school observation and teaching experience.

3. Detailed Description:

a) Objectives: The objective of the program is to provide the opportunity to Micmac people to become certified elementary and junior high school teachers in a program built on five basic principles:

i) The language, culture, heritage of the Micmac people must be the foundation of the program.

ii) The bilingual abilities of the students must be supported and assisted.

iii) The program should build upon the experience, understanding and skill of the students.

iv) The students should be prepared for teaching in "reserve and non-reserve" schools and communities.

v) The program should instill attitudes of self-confidence and self-esteem in order to educate teachers for leadership in their schools and communities.

b) Statistics: Number of students (October 1980): 26
Number of staff: 2 full-time; additional instructors drawn from Nova Scotia Teachers College
Number of graduates: Nil (new program)

c) Length of program: 3 years, 6-12 week semesters.
Sponsorship: Nova Scotia Teachers College in cooperation with the Union of Nova Scotia Indians and the Native Council of Nova Scotia.
Type of Certification: TC-4, acceptable throughout New Brunswick

d) Coursework:

Year One: Language - structure of written and spoken English; Language Arts - Introduction to teaching language arts; Mathematics - Fundamental arithmetic and mathematical properties and functions; Sociology - General survey of man and his society, basic concepts (specific attention to native Indians); Political Science - Canadian government and politics and their relationship to native people; English literature - Literature of the present century (special attention to native Canadian writers); Art - Function of art in the school and society (special emphasis on native Canadian artists); Music - Basic skills in teaching music to children (special emphasis on native Canadian music); and Psychology - Learning skills.

Year Two will likely include: Reading - Teaching reading, including development of Micmac reading materials; Mathematics - Additional mathematics content related to elementary school curricula; Science - Introduction to activity-centered science curricula; Language - Teaching English (French) as a second language; Social Studies - Teaching the heritage of native and non-native Canadians; Fine Arts - Introduce non-verbal communication, using native artists, musicians and writers; Physical Education/Health - Instructional techniques.

Year Three will likely include: History and Philosophy of Education - Native education before and after European settlement; Comparative Education - Education in developing countries, Curriculum Development - Curriculum development and native education; Learning Materials - Selecting and developing learning materials; Community Education - The education setting in native communities; Special Education - Identifying and assisting children with special learning needs; Guidance and Counselling - Emphasis upon developing self-concept, particularly as this relates to native heritage, also testing and evaluation; School Administration - Emphasis upon native education.

In addition to regular courses, workshops will be provided on other topics as appropriate.

e) Student Teaching: During each year of the 3 year program the student teacher will engage in 3 months of in-school observation and practice teaching. The duties of the student teacher will include: compiling an anecdotal record of observations (for seminar discussion purposes); assisting the cooperating teacher with lesson and learning materials preparations; teaching assigned lessons; engaging in all of the activities essential to effective classroom operation and management. Over the combined total of 9 months of practical experience there will be continuous communication among the student teacher, the cooperating teacher and the coordinator of the Micmac Teacher Education Program.

f) Program support services: Provided and arranged mainly by Coordinator (see Coordinator Job Description below, section 5 Staffing).

4. Governance:

The Micmac Teacher Education Program Advisory Board includes representatives of the Union of Nova Scotia Indians, the Native Council of Nova Scotia, the Department of Indian Affairs, the Coordinator of MTEP, and two students.

5. Staffing:

Coordinator - Duties include program planning with Joint Native/Education Committee; identification and use of appropriate resources - people, agencies, materials, etc.; counselling/advising students, prospective students, committee; tutoring students; supervising instruction and practice teaching; recommend staff hiring to committee; liaison, NSTC, resources, committee, Micmac community; monitoring similar programs; teaching; prepare budget proposals for committee; and other duties as required.

Secretary - Responsible for general secretarial tasks appropriate to the MTEC office.

6. Admission:

The program at present is composed of 26 students. A total of 54 applications were received by the MTEP. One constraint placed on the MTEP was that any native Teacher Aide applicant was to be automatically accepted. Non-Teacher Aide applicants were interviewed by the MTEP

Adivsory Board. Only two applicants were deemed unqualified by the Advisory Board. The remainder of applicants voluntarily withdrew or otherwise ceased to communicate. Those students that are not high school graduates will be required to complete successfully a grade 12 G.E.D. test before commencing their second year.

7. Funding:

Department of Indian Affairs.

8. Graduates:

None at this time - the program began in September 1980.

9. Unique Aspects:

We are not losing contact with the native communities. There is a great deal of native input and participation in all aspects of the program.

INDIAN STUDENTS' PROGRAM

1. Basic Information:

Name of Program: Indian Students' Program
Program Director: Ronald Owston, Ph.D.; Coordinator, Indian Students' Program; Faculty of Education; University of New Brunswick; Fredericton, N.B. E3B 6E3

Student Representatives: Fredricton (Fourth Year) - Warren Tremblay, P.O. Box 22; Perth, N.B. EOJ 1VO
Fredricton (First Year) - Linda Miller, P.O. Box 1641, Dalhousie, N.B. EOK 1BO

Eskasoni - Thomas Christmas, Eskasoni, Cape Breton, N.S. BOA 1JO

2. General Description:

The program started in 1977 as a pilot project leading to a Bachelor of Education (Elementary) degree with a concentration in Indian Studies. Most students are employed either as teacher-aides in federal schools or Education workers in provincial schools. Students obtain leaves of absence from their jobs to attend classes for four three-week periods on-campus in Fredericton each academic year. During the off-campus time, the faculty travel to the students' communities throughout the province to conduct tutorial classes. In addition, students attend classes full time during the regular Summer Session.

The success of the pilot project in terms of student retention and academic progress was such that in 1980 two further classes of freshmen students were admitted - a class of 36 students to the Fredericton Campus, and a class of the same size to a special extension facility which was opened in September 1980 at the Eskasoni Indian reserve near Sydney, Nova Scotia. The first and second years of the program are to be offered at both sites, while the third and fourth years will be offered only on the Fredericton Campus.

3. Detailed Description:

a. Objective: To train teacher aides, education workers, and other interested Indian people to become certified teachers.

b. Statistics: (i) Students - Fourth Year 25; First Year 64.

(ii) Four faculty members and three tutors are employed full time. Part-time instructors are hired as needed.

c. Length: four years
Sponsorship: Joint University and Federal Government
Certification: New Brunswick Teachers' License and Certificate IV

d. Coursework: Students are required to take the regular B.Ed. core courses plus 24 credit hours in the concentration. Eighteen credit hours

of coursework related to Indian education are offered. Also instructors adapt courses to students' needs and interests.

e. Student teaching: Four weeks in each of years 2 and 3, followed by a four month internship during the first term of Year 4.

Students are placed in either Federal or Provincial schools throughout New Brunswick and Nova Scotia.

Supervision is conducted by University faculty members designated by the Division of Student Teaching in consultation with the Program Coordinator.

f. Support services: Extensive tutorial assistance is available. Tuition fees waived for all students.

4. Governance:

The Program Coordinator is responsible to the Chairman of the Curriculum and Instruction Division of the Faculty of Education on all academic matters. General policy advice is given by an advisory committee made up of representatives from the Indian community, the university and the Department of Indian Affairs. The Program Coordinator is the committee chairman, the evaluator is an ex-officio member and student members are appointed on an annual basis.

5. Staffing:

a. Coordinator - appointed on a full time basis for the duration of the project. Teaching load 1 to 2 full courses per year.

b. Faculty member - annual contract appointment depending upon the curriculum requirements. Teaching load 2-3 full courses per year.

c. Tutors - annual contract appointments depending upon the curriculum requirements.

6. Admission:

Students must satisfy the regular U.N.B. admission requirements, i.e., high school graduation or at least 21 years of age, and evidence of ability to handle university work if the student has not graduated. Students admitted on a mature basis are on probation for the first 36 credit hours of the Program.

7. Funding:

University contributes the provincial per capita grants toward the operation of the program. The balance of costs are borne by the Federal Government.

8. Graduates:

Two students have graduated to date. Some 20 are expected to graduate by May, 1981.

9. Unique and/or important aspects:

The most unique aspect of the program is the on-campus, off-campus format which allows students to maintain their jobs yet complete their degree requirements in 4 years.

INUIT TEACHER TRAINING PROGRAM

1. Basic Information:

Name of Program: Inuit Teacher Training Program

Program Directors: Doris Winkler, Coordinator
Kativik School Board
Kuujjuaq, P.Q.

Dr. Jack Cram
Professor of Education
McGill University

2. General Description:

Inuit children grow up in a minority language situation and need an early learning environment in which 1) they can communicate in their own language, feel comfortable, and thus are not slowed down in their cognitive development; 2) teaching methods and materials reflect the learning style and developmental patterns of their cultural group; 3) their cultural identity is reinforced so that they can later on integrate in the majority culture from a position of own cultural strength; and 4) school and community are closely linked.

The Inuit Teacher Training program is based on the premise that Inuit can provide the best learning environment for their children and that the training of Inuit teachers has to be adapted to the northern reality.

Experiences of other training programs have shown that a prolonged study period outside the settlement prior to employment as a teacher is an option only few Inuit will choose, due to family responsibilities. A program of alternating work and study periods in the north seems, therefore, better suited to their needs and to their lifestyle.

The possibility of using untrained Inuit as classroom assistants to qallunaat has been dismissed because it can easily lead to permanent typing of the qallunaat as master teacher and the Inuk as assistant. This in turn would have adverse effects on the child's and the community's feelings of cultural worth.

Existing curricula and teaching methods have in the past been completely oriented towards the southern majority group child and they must be adapted or replaced by programs and methods directed at the northern minority group child. Project C.O.P.I.T.T. (Child Observation Project - Inuit Teacher Training) was started to answer this urgent need. The teachers in training receive the skills to observe their students and they become aware of their learning styles and developmental patterns. As C.O.P.I.T.T. observations are analysed, more appropriate curricula and teaching methods can be introduced. At the same time, new courses for teachers are developed and all courses are continually revised.

The training of Inuit teachers is very closely linked with curriculum development and this link is reflected by the close cooperation between Kativik's Teacher Training Service and the Curriculum and Programs Service.

The present emphasis of the training program is almost entirely on mother tongue instruction for the early years, but the preparation of Inuit teachers for higher levels, as well as the training of physical education specialists is envisaged for the future.

The growing number of qualified Inuit on the Teacher Training team and their role as teaching assistants or instructors during the courses has already resulted in a gradual shifting of roles, with qallunaat moving into the position of consultants.

It is hoped that the program will continue to evolve in direct response to the changing needs and aspirations of the cultural group it is to serve.

3. Detailed Description:

a) Program objectives: To train native teachers in a program which is oriented towards the northern minority group child, which is based on continuing observation of northern native students, and an emphasis on mother tongue instruction.

b) Statistics: Number of students: 45-60
Number of staff: 5½ full time, plus course instructors hired on a contract basis
Number of graduates: 14

c) Length of program: Three years minimum
Sponsorship: Jointly operated by Kativik School Board and McGill University.
Type of Certification: Permanent teaching diploma valid in Quebec, and admission to the second year of McGill's B.Ed. program.

d) Coursework: Students must take a minimum of 30 credits (3 credits equal 45 contact hours). It takes at least 3 years to complete the program. Courses are offered in the north and are scheduled so that teachers in training can hold regular teaching jobs and look after their families. There are usually two course sessions a year, a 3-4 week summer session and a shorter, intensive winter session. They are organized in the settlements on Hudson's Bay and Ungava Bay on a rotating basis. Students and instructors are flown in and accommodated with local families. For detailed course description contact the program. Areas that are not included have been touched upon in short workshops and during pedagogical days, but may become course offerings in the future.

e) Student teaching: Most courses include practical work with children so that the students can put theory into practice under the guidance of instructors and counsellors. Credit for a course is given only when follow-up assignments are completed and instructors and/or counsellors have evaluated the teacher's classroom performance back in the settlement.

f) Program support services: See job description of counsellors.

4. Governance:

The program is a joint venture of Kativik School Board and McGill University.

5. Staffing:

Coordinator: full-time position
Course instructors: hired on a contract basis
Counsellors: 3½ full-time positions. There are two types of counsellors. The local half-time counsellors work in their own and one neighbouring settlement and they are also half-time special education teachers in their community. The full-time counsellors travel to the settlements without a local counsellor. Counsellors do on the job training in the communities, attend all courses, assist the instructors in preparing and teaching the courses, provide follow-up to courses, and also fill the role of resource teachers.
Secretary: full-time position

6. Admission:

All full-time and regular part-time teachers who are not yet legally qualified must join the program. Proficiency in second language is not required, since provision is made for translation during courses and Inuit counsellors and other qualified Inuit personnel are involved in the preparation and teaching of the courses. There is no minimum level of scolarity. Upgrading is built into the program.

7. Graduates:

Fourteen graduates teaching with Kativik School Board.

8. Unique aspects:

Language of instruction largely in the native language of student teachers.

N T E P

1. Basic information:

Name of program: Native Teacher Education Program (NTEP)

Program Director: Harold Linklater,
Faculty of Education
Lakehead University
Thunder Bay, Ontario P7B 5E1

Student representative: President, NTEP Students Association
Lakehead University
Thunder Bay, Ontario P7B 5E1

2. General description:

NTEP is a two-year diploma program which leads to an Ontario Elementary Teaching Certificate and which can provide students with up to 15 credits necessary for a Bachelor's degree. It is open to people of native descent who are recommended by a native group and who meet the university entrance requirements. It is designed to prepare teachers to provide courses that will assist the native people to sustain their culture and language.

3. Detailed description:

a) To increase the number of qualified native teachers in northwestern Ontario through an alternative program. It is to prepare these teachers to meet the social and cultural needs of the native community.

b) Fifteen students started in September 1979 and five continued in second year. About 90 students have enrolled in the program since it began in 1975. Staff, two full-time; number of graduates, 31.

c) NTEP is a two-year program run by the Faculty of Education at Lakehead University. It provides an Ontario Teaching Certificate (Primary Junior Specialization).

d) Coursework: there are 18 compulsory education courses and ten degree courses that are optional. Eight of the courses have native content.

e) Student teaching: In year one the students do six weeks in Thunder Bay for periods of one week, two weeks, and then three weeks. In year two they do nine weeks. The first week is in Thunder Bay. There is a three-week block in the fall term and another three-week block in the winter term. One block must be done in a native community and the other in Thunder Bay. The location of the remaining two-week block is optional. The student teaching is supervised by the native staff members with assistance from other faculty members.

f) Support services: The counselling and tutoring are provided primarily by the two native staff members, assisted by the regular university counsellors when requested.

4. Governance:

It is a university operated program, decisions are made primarily by the Faculty. There is an Advisory Committee, consisting of representatives of six native organizations and the Department of Indian Affairs.

5. Staffing:

The Director handles the administration of the program, supervises the faculty instructors, consults with the native groups, consults with the schools and other institutions, some student counselling and tutoring, supervises student teaching, and teaches two courses (Curriculum Development for Indian Schools and Introduction to Elementary Education). The Teacher-Counsellor carries out personal and group counselling as well as budget management, accommodation, social and recreational. She prepares resumes, job applications, and helps students prepare for interviews. She provides individual and group tutoring, liaison with some of the native groups in the community, teaches two courses.

6. Admission:

Students must meet the admission criteria of the university: grade 13, or mature student entry, plus have a recommendation from a native group or community.

7. Funding:

Operational costs beyond basic provincial support are provided by the Department of Indian Affairs, and a small amount is provided by the Ontario Ministry of Colleges and Universities. Student support is provided by the Department of Indian Affairs. No special support is provided for the Metis, non-status people except for one bursary of $2,000. There is also an emergency fund operated by staff and students.

8. Graduates:

In 1977 there were 10 graduates: 7 are teaching, 2 are enrolled at university, one taught for two years and one is working for a native organization after teaching for one year. In 1978 there were 12 graduates: 8 are teaching, 2 are unemployed, one enrolled at university and one is working in industry after completing her degree. In 1979 there were six graduates: three are teaching, one at university and one is manager of the native legal clinic. In 1980 there were three graduates, all of whom are teaching.

9. Unique aspects of the program:

The most important aspect of the program is that there are eight native content courses available to NTEP students, five of which are taught by native people. A TESL course is one of the compulsory courses - unique in Ontario.

BUNTEP

1. Basic Information:

Name of Program - BUNTEP (Brandon University Northern Teacher Education Program)

Program Administration:

Dr. Peter G. Klassen, Associate Dean, Community Based Education
Mr. Garry Nicol, Academic Program Coordinator
Dr. Michael Wodlinger, Field Coordinator
Mr. Matt White, Co-Field Coordinator
Mr. Jay Goman, Supervisor of Field Experience
Mrs. Maria Ross, Coordinator of Community and Student Liaison
Mr. Norman Fleury, Coordinator of Community and Student Liaison

2. General Description:

BUNTEP is concerned with the preparation of teachers for the north. Any permanent resident of Northern Manitoba is eligible. BUNTEP is an off-campus program with centres in Norway House, Split Lake, Cross Lake, God's Lake Narrows, Island Lake, Grand Rapids, Fairford and Peguis. BUNTEP is a unique program which prepares teachers for the north who live, study and practice teach in the local communities. Students are required to take some of their course work on the main campus in Brandon. School and community involvement is an underlying theme of the program. Each BUNTEP Centre has its own Centre Committee. BUNTEP's teacher preparation program is organized so as to complement as much as possible students' interests and community needs. Participating communities have a full-time BUNTEP Centre Coordinator residing in their communities. Course instructors are drawn from the various faculties at Brandon University. These instructors visit BUNTEP Centres for extended periods of time and are available for related development activities. Centres also attempt to function as a resource centre for regular school staff. BUNTEP's integrated approach encourages student teachers, faculty members, local communities, and regular school staff to work closely together toward the achievement of project aims.

There are two IMPACTE (Indian and Metis Project for Action in Careers Through Teacher Education) centres still in operation - Dauphin and Swan River. Swan River centre will be closing December 31, 1980. These centres are under the administration of BUNTEP staff and funding. IMPACTE is gradually being phased out.

Tuition is paid for BUNTEP and IMPACTE students and monthly subsistence allowances are paid to single and married students. To become certified, students are required to complete the requirements of the 4 year B.Ed. program.

3. Detailed Description:

a. Program Objectives:

- to provide a teacher education program primarily for native people living in northern communities.

- to stress a community-oriented perspective in teacher education.
- to deliver the major portion of the program in the community where the students live.
- to stress cooperative planning.

b. Statistics:

number of students	BUNTEP	101 students
	IMPACTE	11 students
number of staff	7 administrative staff	
	6 centre coordinators	
	3 centre administrators	
	10 traveling professors	
number of graduates	BUNTEP	77
	IMPACTE	53

c. Length of Program:

4 year B.Ed. program

- Elementary Program:
  - (i) 60 credit hours in Arts/Science/Music/Physical Education; includes an 18 credit hour minor and a cross section of courses in natural sciences, social sciences, English, expressive arts and mathematics.
  - (ii) 60 credit hours of Education courses.
- Junior High Program:
  - (i) 72 credit hours in Arts/Science/Physical Education/Music includes three 18 credit hour minors.
  - (ii) 48 credit hours in Education courses.

Until this year all students were taking the elementary program, now two centres have started on a Junior High Program.

e. Student Teaching:

Year I, minimum of two weeks field experience
Year II, minimum of two weeks field experience
Year III, minimum of three weeks field experience
Year IV, minimum of 16 weeks field experience

f. Program Support Services

3.1 Centre Coordinator/Administrator for each centre.
3.2 Two Field coordinators for all centres.
3.3 A Program and Budget Coordinator
3.4 Two Student and Community Liaison Officers.
3.5 Associate Dean of the Faculty of Education as overall coordinator of all off-campus education.

4. The Administrative Team, consisting of Garry Nicol, Matt White, Mike Wodlinger, Peter Klassen, Maria Ross and Norman Fleury, make the

4. Governance:

The Administrative Team, consisting of Garry Nicol, Matt White, Mike Wodlinger, Peter Klassen, Maria Ross and Norman Fleury, make the decisions about the program in consultation with the Dean of Education and the Post Secondary Career Development Branch, Provincial Department of Education.

5. Staffing:

Traveling Professor - Master's degree required, doctoral degree preferred. School experience at the elementary level and a valid teaching certificate necessary if teaching methods courses or supervising student teaching. Northern experience an esset. Duties include teaching undergraduate courses off campus in general curriculum and instruction, supervision of field experience.

Centre Coordinator - Minimum of M.A. or M.Ed. degree and valid teaching certificate. Experience in the elementary school an asset. Duties include coordinating activities for the University in off-campus locations; supervision of student teachers, teaching responsibilities will be 1/3 load; academic counselling; participating cooperatively in the development of the program; working closely with the community to explain and develop the program; working in a cross-cultural situation with native Canadian students.

Student Affairs and Community Liaison - Minimum of Bachelor's degree with B.Ed., and valid teaching certificate preferred. Fluency in a native language (e.g., Cree, Saulteaux) and knowledge of northern native communities an asset. Responsibilities include being a member of the Special Projects Administrative Team; assist in interface with native communities; counsel students; monitor student allowances; assist with student recruitment; resource person to the Centre Coordinator.

Academic Program Coordinator - Ph.D., Ed.D. preferred. Master's minimum. Qualifications include successful experience in multicultural programs; K-12 experience; valid teaching certificate; demonstrated ability to organize record systems; plan and supervise budgets; plan student programs; supervise office staff; act as liaison between Faculty of Education and other faculties.

Field Coordinator - Ph.D./Ed.D. preferred, master's minimum; successful experience in multicultural programs; K-12 experience, valid teaching certificate; ability to interface among native, rural and university communities. Duties include serving as field-based supervisor of student programs, course delivery and staff in a field-based teacher preparation program.

Associate Dean of Education - Overall coordinator of Community Based Education, including PENT and BUNTEP interface with Deans, President and representatives of Post Secondary Career Development Branch, Provincial Department of Education

Student Teacher Supervisor - Doctorate preferred, minimum of master's degree. Rural/remote/multicultural experience is required. Preference will be given to those with experience in education of native people.

Fluency in Cree or Saulteaux an asset. Training in supervision analysis of teaching, observation skills necessary, as is experience in supervision of student teaching. Duties include coordination of student teaching activities for 130+ native teachers in training; coordinating student placements and faculty supervision; supervise and evaluate; provide inservices for cooperating teachers, administrators and traveling professors; duties include extensive travel into remote and rural villages.

7. Funding:

Post Secondary Career Development Branch, Manitoba Department of Education.

8. Graduates:

BUNTEP - 83 graduates; 53 are teaching, 7 are furthering their education, 5 of these graduated with their B.T. in October and are continuing toward their B.Ed. degrees; one graduate is the Centre Administrator at Split Lake.

IMPACTE - (off campus) 53 graduates, 28 of which are teaching. One of these is continuing work toward a B.Ed. degree.

PENT

1. Basic Information

Name of program: PENT

Program Director: Mr. Gordon Reimer, Brandon University, c/o Faculty of Education

Student Representative: Tony Myron, Long Plains, Manitoba

2. General description:

PENT is a teaching education project begun in the summer of 1971, which aims at training Indian teacher aides to become certified elementary and junior high school teachers. The project was begun so that native teacher aides would have an opportunity to acquire a teaching certificate. PENT provides career opportunity for Indian students who are unable to spend the regular academic year away from their homes, families and the schools in which they are employed. PENT students work as teacher aides from September to April and attend two six-week sessions at Brandon University each year in May/June and July/August.

3. Detailed description:

a) Objective: To train elementary and junior high school teachers.

b) Statistics: In 1980-81 we had 109 students; two full-time and one half-time professional staff, one full-time secretary. The number of graduates since the program began in 1971 is 85 and the number of graduates for 1980-81 is 8.

c) Length of program: Five years, 3 months.

d) Coursework: Students follow the program as outlined in the Brandon University curriculum, Faculty of Education. Each three credit-hour course is extended over a six-week period of time instead of the regular three-week period. Individual courses may be adapted by the professors to meet the needs of students in remote areas, in which cultures and environments vary.

e) Student teaching: As soon as teacher aides are registered as PENT students they gain the status of student teachers. A continuous evaluation process is used. On each visit, PENT staff personnel meet with the student, cooperating teachers and principals to review and discuss teaching loads, general duties and to make suggestions. Preferably, student teachers should have the opportunity to work at different grade levels and different subject areas. Reports on each student's progress are requested from principals by the PENT office.

Each succeeding year the student teacher is expected to take on an increasing number of teaching responsibilities. The major evaluation in field experience takes place once a student has successfully completed at least 60% of the course grade for certification. Three visits are made by faculty representatives, 1-3 days in duration. In addition to faculty reports, major evaluation reports are requested from the principals and/or the superintendents. Supervising personnel from Brandon University keep in touch with the progress of the student teacher even after the major evaluation has been completed. A final comprehensive evaluation report is prepared by the supervisor of field experience prior to the student's final on-campus session.

f) Support services: Counselling services are provided while students are on campus, both personal and family as well as academic. All professors are provided with one or more assistants who are hired for the purpose of assisting students. A student coordinator is hired in the summer months to deal primarily with personal and family counselling as well as assisting with social, recreation and student council activities.

4. Governance:

Director of program is directly responsible to the Dean of Faculty of Education. There is also an advisory committee comprised of representatives from the University, the Manitoba Department of Education, the Manitoba Teachers Association, and Indian Organizations.

5. Staffing:

a) Director - part-time administration, part-time supervision of field experience.
b) Supervisor of field experience - full-time supervision September to April, teaching and counselling, May-August.
c) Half-time supervisor of field experience.
d) Full-time secretary.
e) Professors and student assistants hired on sessional basis only.
f) Student coordinator - full-time April to August.

6. Admission:

The applicant must be employed as a teaching aide; must meet university admission requirement - regular admission (completed Grade 12), mature admission, 21 years of age or over; each application is considered on individual merit and work experience. Applicants who do not meet regular admission requirements may be considered for special admission.

7. Funding:

Agencies are D.I.A.N.D., D.O.T.C., Frontier School Division, Peguis School Board, and the Manitoba Department of Education.

8. Graduates:

85 graduates, 78 of which are classroom teachers, two are in business; two are unemployed, three are continuing as teacher aides as no job is available in the home community.

9. Unique and important aspects:

Students are not funded to study, they are paid to do a job. Forty months spent in the classroom with the result that graduates are experienced teachers upon certification. The program can accommodate married women with families because they do not need to leave home for long periods.

WINNIPEG EDUCATION CENTRE

1. Basic Information:

Name of program: Winnipeg Education Centre (formerly Winnipeg Centre Project)

Program director: Dennis Macknak, 545 Alexander Avenue, Winnipeg, Manitoba R3A OP1

Student representation: Gail Jossfeld, President, Student Association (address as above).

2. General Description:

The Winnipeg Education Centre is a field-based inner-city teacher education program for training inner-city residents as teachers.

3. Detailed description:

a) Objective: To provide access to a high standard of post-secondary education to persons resident in the core city area of Winnipeg and who are at a disadvantage with regard to obtaining post-secondary education. Historically, at least 50% of the student body has been Indian and Metis; To prepare teachers and others particularly sensitive to the problems of the inner-city; and To provide opportunities for persons not directly involved in the Centre to become more aware of the problems of the inner-city and to contribute to the solutions to those problems.

b) Statistics: 60 students, 7 full time staff, 65 graduates (2 year, 3 year and B.Ed.

c) Length of Program: Now four years (11 months per year), gradually increased from two years originally. The program is now a part of the University of Manitoba, Faculty of Education. It was originally part of the Brandon University.

d) Coursework:

First Year: Social Foundations of Education; Seminar and School Experience I; Education Communications; Cross-Cultural Education; Social Welfare; English; English Composition; Women's Studies; History of the North American Indian.

Second Year: Educational Psychology; Seminar and School Experience II; Reading Diagnostic; Classroom Management; Mathematics; Critical Thinking; Child Development; Science.

Third Year: School Organization; Educational Administration; Microteaching Practicum or Seminar & School Experience III; Principles of Second Language Instruction; TESL; Outdoor Education; Curriculum and Instruction; Humanities and Social Sciences; Academic Elective; Academic Elective.

Certification Year: Curriculum and Instruction; Math and Natural Sciences; Elective Curriculum and Instruction; Student Teaching; Micro-Teaching; Education Elective.

e) Student teaching: Every year, 2 months spent in all settings (inner-city, suburban, early childhood, elementary and junior high or other innovative settings) over the 4 years.

f) Program support services: Full counselling, financial and tutoring support services.

4. Governance:

There are two committees: the Advisory Committee made up of Representatives of University, Communities, Winnipeg School Division, and Government; and the smaller Policy Committee.

5. Staffing:

There are five positions: Director (also teaches), Administrative Assistant, 3 professorial positions with special emphasis in counselling, student teaching. In addition there are 12 part-time instructors.

6. Admissions:

Students shall be selected for the Centre according to the following criteria:

a. Need

All places in the Centre shall be reserved for persons who have traditionally not had the opportunity for post-secondary education because of social, economic and cultural reasons, and lack of formal educational achievement.

b. Potential for Employment.

c. Knowledge, experience and involvement with the inner-city.

d. Applicants must be at least 21 years of age on or before September 30th in the year of admission.

e. Every effort should be made to have the student body reflect the population pattern of the inner-city.

7. Funding:

Provincial Government only - Operational and student support are funded together.

8. Graduates:

16 B.Eds., of 65 - about 2/3 teaching, 1 unemployed, 2 deceased, others with Indian Organization.

9. Unique and Important Aspects:

Inner-City, Field based (2 months practicum each year), Educational methods courses are highly practical (using Resource Production Centre).
The major thrusts of the Centre are Cross Cultural Education, Special Education, Curriculum Development and the basics of teaching.

In 1979/80, a graduate of Winnipeg Centre won the university gold medal.

ITEP

1. Basic Information:

Name of program: Indian Teachers Education Program (ITEP) U of S.

Program Director: Orest Murawsky, Associate Director, Room 3024
College of Education, University of Saskatchewan,
SASKATOON, Saskatchewan S7N 0W0

Student representatives: Chief Larry Ahenakew; Secretary-Treasurer
Jerry Okanee, 2nd year, Pauline McKay;
1st year, Eldon Okanee; Elder, Ralph Opekokew.

2. General Description:

ITEP was developed at the request of the Indian people of Saskatchewan. The program was jointly planned by the Indian Cultural College of the Federation of Saskatchewan Indians, the provincial Board of Teacher Education, the Saskatchewan Department of Education, the Saskatchewan School Trustees' Association, the Saskatchewan Teachers' Federation, the Federal Department of Indian Affairs and Northern Development and the room teaching and provide broad educational experience which will give the individuals more freedom in their choice of career.

3. Detailed Description:

a) Objective: The program is designed to prepare native students for classroom teaching and to provide broad educational experience which will give the individuals more freedom in their choice of career.

b) Statistics: There is an intake of approximately 30 students every January. These students are classified as "Orientation students" for the first 6 months. During the first 4 months they complete 1 1/2 university credit classes in addition to non-credit work in Mathematics and English skills. In late May and early April these students spend three weeks in schools in the role of student teacher. In May and June they complete one more university credit course. If the student is successful to this point he is able to return to university in the fall and enroll as a full-time student. A student may enroll in the fall without the Orientation semester if he or she has a complete Grade 12 with a 60% or 65% average.

The program began in February 1973. There have been graduates from the program in 1975, 1976, 1977, 1978, 1979, and 1980. In total ther have been 80 graduates who have completed university classes and student teaching necessary to receive an Interim Standard A Teaching Certificate. Many of these have completed a Bachelor of Education degree.

c) Length of program: Until January 1979 the program was a 2 1/2 year program leading to teacher certification. Beginning in January 1979, the program is a four year Bachelor of Education program which includes 21 classes (two class credits are given for a minimum of 16 weeks student teaching). A student can exit after 16 classes at which time

he or she can receive an 'Interim Standard A' teaching certificate.

d) Coursework: A four year Bachelor of Education program which includes 21 classes.

e) Student teaching: In addition to the three weeks of student teaching during the orientation semester a student must complete a minimum of 16 weeks of student teaching during the three years of the program. The student teaching sessions are as follows: Spring, 1st year, 4-5 weeks; Spring, 2nd year, 4-5 weeks; Spring, 3rd year, 8 weeks. A student has an option to go student teaching whenever he wishes, providing it is manageable in terms of travel, supervision, etc. Ideally the student will have experiences in a Federal school, Joint school, Band controlled school and in a school in an urban setting. Supervision is provided mainly by the four members of the ITEP staff. Other faculty members provide assistance when necessary.

f) Program support services: i) counselling, provided by the three tutorial counsellors and director of the program; ii) tutoring, provided by the tutorial counsellors or contracted for with a member of a faculty who has special expertise in the subject area; iii) financial aid, treaty or status students reserve educational assistance from the Department of Indian Affairs and the Metis and non-status students receive financial assistance through the non-Registered and Metis Program or Department of Northern Saskatchewan. All students receive tuition and books in addition to the education allowance.

4. Governance:

The Indian Teacher Education Program is a program of studies within the College of Education. The Director of the program is responsible for the administration of the program and is directly under the Dean of the College of Education. The Federation of Saskatchewan Indians, through the Indian Cultural College, has advisory power within the program. The Department of Indian Affairs and the Department of Education are also consulted directly on the matter of policy and budget and have power to greatly influence decisions in these two areas. They both have the power to reject budget proposals. The Department of Education has the right to reject any program changes in areas of classes or student teaching.

5. Staffing:

The Indian Teacher Education Program has staff comprised of a director and three counsellors. Their duties include personal and program counselling, giving tutorial assistance, supervising student teaching and assisting the teaching of credit classes in the program and non-credit classes during the orientation semester. Teaching comprises 1/4 to 1/2 of the load of staff.

6. Admission:

Students may enter the program through regular admission or through mature admission. The admission requirements are the same as for the rest of the university and are as follows: 1) a 65% in grade 12; 2) a 60% in grade 12 if the student has been out of school for at least a year; 3) mature admission for students over 20 years of age.

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7. Funding:

Funding for the program is provided by the Department of Indian Affairs and the University of Saskatchewan. The Department of Indian Affairs supplies 70% of the total budget and the University of Saskatchewan supplies the other 30%.

8. Graduates:

Including the graduating class of 1980, there have been at least 80 graduates of the program who have qualified for an Standard A Teaching Certificate. Many have and are completing further training and a number have completed a Bachelor of Education degree. All of the graduates who are not furthering their studies are employed in some educational capacity within Indian or Metis communities or institutions. Approximately 3/4 of those presently employed would be classroom teachers.

9. Unique and/or important aspects:

The program is offered on campus. The students must relocate to the city of Saskatoon. Unique aspects: 1) Orientation semester. 2) Students stay together as a group during the orientation semester and first year. During the second year, a student is able to take a number of classes in which he or she may be the only Indian or Metis individual enrolled. During the third or fourth year, the student enrolls in classes in the same manner as other students of other programs. 3) There are a number of classes in Indian Education and Indian Studies. At present, the Indian Studies classes are offered through the Indian Federated College at the University of Regina. 4) There is a focus on teaching Indian and Metis students in Indian and northern communities. This focus is found in a number of the Education methodology classes where it is practical and feasible. 5) As of 1979-80, the ITEP program has expanded to two off-campus programs at North Battleford and Onion Lake. These programs follow the same format as the on-campus program. There are approximately 30 students in these two programs.

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N O R T E P

1. Basic Information:

Name of Program - NORTEP (Northern Teacher Education Program)
Program Director - Dr. Michael Tymchak, Box 887, La Ronge, Sask.
Student Representative - Ivan Morin, Cumberland House, SK.

2. General Description:

NORTEP is a teacher education program designed for northern residents, mostly of native extraction, to qualify for a Standard A Teaching Certificate.

The program embodies the concept of an off-campus, school-based teacher education program for northern people presently employed as native instructors in the school. As well, individuals without teacher aide experience are being accepted into the program with an additional year. The NORTEP course design is especially relevant to schools in northern Saskatchewan.

Sponsorship for the program is provided by the Northern Lights School Division #113 which is based in Prince Albert, Sask. The Universities of Regina and Saskatchewan have been cooperative in delivering the university accredited courses through their personnel. Funding is provided by the Department of Northern Saskatchewan.

In order to deliver classes to students from many different communities, a tri-semester is utilized in which a class can be taken in three one-week units which are scheduled over a period of not less than three calendar months. The remainder of the time is spent in the home community school working with a cooperating teacher.

3. Detailed Description:

a. Program Objectives:

1) To train native northerners in teaching; to remedy a situation of high teacher turnover, lack of native culture and language in schools, and high unemployment in northern communities.

2) To accomplish objective one through a school-based, off-campus teacher education program recognized by the universities and the provincial Teacher Certification Board.

b. Statistics:

There are presently 88 students in the program from 27 different communities. Staff consists of 1 director, 3 faculty members, 1 secretary, 1 secretary/librarian, and an administrative assistant. Seven students graduated in 1979, eight in 1980.

Approximately 25 students will enter the program in the fall of 1981.

c. Length of Program, Sponsorship/Affiliation, Type of Certification:

Length of program - 4 years
Sponsorship - Northern Lights School Division #113
Type of Certification - Saskatchewan Standard A. (Class III on salary schedule)

d. Coursework:

A total of 96 credit hours is taken to qualify for the Standard A Certificate. Students may obtain a B.Ed. degree by taking an additional On-Campus Year at either of the cooperating universities.

e. Student Teaching:

Time not spent at the NORTEP centre in La Ronge is spent in the classroom working with a cooperating teacher. A pre-internship class is taken in the third year and a six-month extended practicum (internship) is taken in the fourth year of the program. All faculty members participate in supervision of the school-based portion of the program. A cooperating teacher - student seminar is held in the fall which stresses communication skills and teamwork.

f. Program Support Services:

Remediation in English and Math is a built-in component of the students' programs.
All faculty members participate in counselling.
Financial aid to students is provided through student allowances.

4. Governance:

The Northern Lights School Division as contractual agent assumes the responsibilities for appointments, objectives and working philosophy of NORTEP. The primary concern is to ensure that an innovative approach sensitive to the concerns of northern people is taken.

NORTEP is responsible for the organization and structure of the program, the delivery of classes, and the supervision of the field component. Student selection is carried out by NORTEP faculty with community involvement at the local school board level.

The budget proposal is submitted by NORTEP to the Department of Northern Saskatchewan. Allocation of the annual budget is managed by NORTEP.

The two universities act cooperatively through a contractual arrangement with NORTEP to supply instructors for classes.

Certification is issued by the Saskatchewan Department of Education.

5. Staffing:

Director - administrative duties, supervisory duties, university contact, instruction, field work, budget, government contact, student selection and timetabling.

Faculty - administrative duties, instruction, field work, student selection, counselling, and plant facilities.

Secretary- general secretarial duties.

Secretary/Librarian - textbook/library ordering, cataloguing, and general secretarial duties.

Administrative assistant - student travel, library duties, bookkeeping and secretarial work.

6. Admission:

   a. The usual University entrance requirements, academic grade 12 or mature admissions.

   b. North residents, 15 years or half their lives in Northern Saskatchewan.

7. Funding:

   NORTEP is funded by the Northern Lights School Division through its contract with the Department of Northern Saskatchewan.

   Operational costs and student allowances are covered under the same contract. The School Division subsidizes the student allowances payable under government rates in recognition of the service the students provide to the Division.

8. Graduates:

   Seven students graduated in June, 1979; 8 in 1980. All are presently teaching in Northern Saskatchewan.

9. Unique and/or Important Aspects:

   a. off-campus program - situated in a central northern location in a converted school which contains office, classroom, and dormitory space.

   b. tri-semester plus summer classes - classes are offered in three one-week units over a period of three to four months, allowing students to remain in the home community.

   c. school based - students spend most of their time in the school.

   d. flexibility - students are allowed to take classes at their own pace up to a maximum of five years' funding.

   e. program
      - training in culturally related curriculum development;
      - emphasis on education in the content of economic underdevelopment and colonization;
      - upgrading in mathematics and writing skills;
      - six month internship.

S U N T E P

1. Basic Information:

Name of program: Saskatchewan Urban Native Teacher Education Program (SUNTEP)

Program Director: Dr. Ken Whyte
Regina Co-ordinator: Ms. Elizabeth Cooper
Saskatoon Co-ordinator: Ms. Rita Bouvier
Student Representative Regina: Terri MacPhail
Student Representative Saskatoon: Jacuie Bouvier Wiebe.

2. General description:

The Saskatchewan Urban Native Teacher Education Program is a fully accredited program in Saskatchewan leading to a 'Standard A' certificate and subsequently a Bachelor of Education degree. The SUNTEP program is under the Gabriel Dumont Institute of Native Studies and Applied Research which is a native controlled educational institution designed to assist all Metis and Non Status people of Indian ancestry through programs of educational and cultural development. Students enrolled in the Regina SUNTEP Program receive their classes through the University of Regina. Students enrolled in the Saskatoon SUNTEP Centre receive classes from the University of Saskatchewan. A third Centre is planned for Prince Albert and hopefully will enroll students for September, 1981.

3. Detailed description:

A. The Primary Goals of the Program:
   i) To ensure that people of Native ancestry are adequately represented in urban teaching positions.
   ii) To provide Native teachers who are more sensitive to the educational needs of Native students and who can be identified as more positive role models for both Native and Non-Native students.

B. The Regina, Saskatoon, and Prince Albert SUNTEP Centres will each enroll 15 students per year to a maximum of 45 students at each centre. Each centre has a Co-ordinator, a student Counsellor and a Resource Counsellor. In addition there is a Director for the program.

C. The program is a fully accredited program leading to a standard 'A' Certificate and subsequently a Bachelor of Education degree. A student can expect to complete a B. Ed. in four years. Students

in the Regina Centre will be taking classes from the University of Regina; students in the Saskatchewan Centre, will be taking classes from the University of Saskatchewan.

D. Students will be doing a core of professional classes and academic classes in addition to student teaching in each year of the program. There will have a component of Native Studies in the academic area and a component of cross cultural education in the professional area.

E. Students will be spending one day per week in a school setting in addition to four weeks of student teaching in each of the first two years of their program. In the third year they will be enrolled in a 16 week internship.

F. Students enrolled in SUNTEP will enroll in preparatory skill classes in both English and Mathematics during the first year of their program. These will be run in conjunction with the academic credit classes offered in this area and give a student the necessary support and tutorial help to succeed in these academic areas. The Student Counsellor and/or Resource Counsellor will be assisting in these classes in addition to providing other support services to the students.

4. Governance:

The SUNTEP Program administered from the Gabriel Dumont Institute of Native Studies and Applied Research. The Program is managed by, and is under the direction of a SUNTEP Management Committee. The Management Committee is composed of the following ten (10) members:

a) four members of the Board of Directors of Dumont Institute;
b) Director of the Dumont Institute;
c) one representative from the University of Regina;
d) one representative from the University of Saskatchewan;
e) one representative from the Department of Education;
f) one representative from the Saskatchewan Teachers' Federation; and,
g) one representative from the Saskatchewan School Trustees Association.

The SUNTEP Management Committee is responsible for the overall direction of the program through:

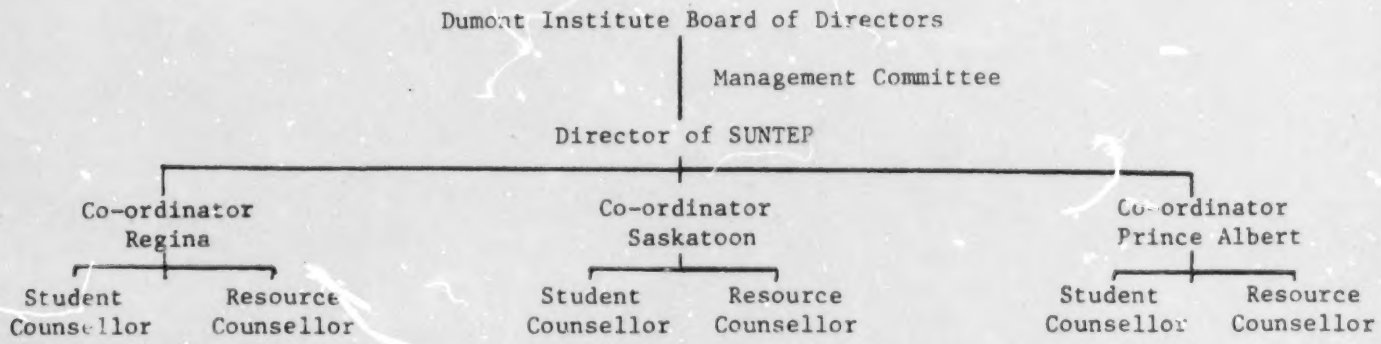
A. Financial Management:
   i) approve operating budget of the Program;
   ii) approve expenditure plan of SUNTEP; and,
   iii) review monthly financial statements of the Program and recommend changes, if necessary, to maintain strong financial control.

B. Personnel Management:
   i) approve the salary, qualifications and job descriptions, for all SUNTEP staff employed by Dumont Institute;

ii) approve the appointment of the Director of SUNTEP; and,
iii) ensure that a personnel manual is developed for all SUNTEP staff such that personnel rights are provided in a written personnel manual.

C. Program Management:
i) approve criteria for students selected into the Program;
ii) review monthly program reports;
iii) ensure that annual program evaluation is undertaken;
iv) provide Department of Education with recommendation; and,
v) prior to submission to the University, approve all program modifications.

5. Staffing: (Organization Chart)



6. Admission:

The SUNTEP students are enrolled at either the University of Regina or University of Saskatchewan and thus have the same admission requirements as any students entering either of these institutions.

The selection board and criteria are established by the Gabriel Dumont Institute.

7. Funding:

The Program is funded through the Department of Education of the Province of Saskatchewan. The students receive a "SUNTEP bursary" through the Department of Continuing Education of the Province.

8. Graduates:

The first graduates are expected in the spring of 1983.

9. Unique Aspects:

One unique aspect is the governing structure. It allows control by the Native people it is serving, but at the same time is structured in such a manner that it is co-operative management enterprize involving the principal organization concerned with teacher training in the Province.

The program has components of Native Studies and Cross-Cultural Education. The Gabriel Dumont Institute has had a leading role in determining the content of the classes in these five areas.

The students spend one day a week in a school setting during the first two years of their program.

S I F C - T E P

1. Basic Information:

Name of Program: Saskatchewan Indian Federated College Teacher Education Program (SIFC-TEP)

Program Director: Glenda Sims, Coordinator of Indian Education and Teacher Training and
Phyllis Naytowhow, Assistant Coordinator,
Saskatchewan Indian Federated College
University of Regina, C-4, Classroom Building,
Regina, Saskatchewan S4S 0A2

2. General description:

The Saskatchewan Indian Federated College was established by the Indian people of Saskatchewan through an agreement with the University of Regina, as an Indian controlled, degree granting educational institution. The College offers a B.A. program in Indian Studies, a Bachelor of Education program in Indian Education, a program in Indian Management and Administration and a degree program in Indian Social Work.

The Teacher Education Program follows the same format as the B. Ed. (Elementary) degree of the University, but requires a minimum of twenty hours of Indian Studies courses as a part of the introductory academic requirements.

Courses in the first three years are offered at five sites: Sturgeon Lake, Pelican Narrows, Montreal Lake, LaRonge and James Smith. These courses are offered through the extension department of the College.

Wherever possible, Indian content is incorporated into the professional year courses. This implies the use of a team or cooperative teaching approval. The basic methodology (Professional 218) courses lend themselves particularly well to the inclusion of Indian content.

3. Detailed description:

a) Objective - to prepare Indian students to become teachers in a program which emphasizes the linguistic and cultural needs of Indian children, in an Indian controlled educational institution.

b) Number of students - 62. The first group will graduate in 1981.

c) Length of program - Three years to certification, four years to B. Ed. (Elementary) degree.
Sponsorship: Saskatchewan Indian Federated College and the University of Regina.

d) Coursework: See Table on page following.

e) Student Teaching: Student teaching is done primarily through the internship, see Table of courses.

f) Program support services: The College provides a considerable amount of support services including academic counselling, tutorial assistance and social counselling.

4. Governance:

The Teacher Education Program is a part of the Academic program of the Federated College. The College is headed by a Director who is of Indian ancestry. The Director is responsible to a Board of Directors and, through the Board, to the Federation of Saskatchewan Indians. The degree programs and credit courses are also subject to the academic regulations of the University of Regina.

5. Staffing:

Whenever possible, courses are offered by the staff of the Federated College. Where this is not possible, the selection of appropriate staff is jointly agreed upon by the Federated College and the Faculty of Education. The supervision of internship students is also primarily the responsibility of the Federated College.

6. Admission:

1. Regular Admission - The applicant must have Saskatchewan Division IV standing, or its equivalent for those applying from outside the province.

2. Matriculation Admission - The University of Regina offers a one year, University entrance course designed for those students who wish to study in a University environment. The students who apply for this program must have a 70% average in Grade XI or a partial Grade XII. The applicant must be under the age of 20.

3. Mature Admission - The applicant must be over the age of 20 by the opening date of classes and who does not meet regular admission. The applicant will be assessed for placement in the appropriate area.

UNIVERSITY OF REGINA

SASKATCHEWAN INDIAN FEDERATED COLLEGE
In Co operation with
FACULTY OF EDUCATION

B.Ed. Degree - Elementary (1976)
(Indian Education)
and the Three Year Certificate or
FOUR Year Degree Indian Guidance Counsellor

129 Hours

INTRODUCTORY Academic 32 Hours	Hr	Gr	Gp
1. English 100	4		
2. Introductory Science	4		
3. Math 101, 102, or 210	4		
4. One class from: a) History c) Sociology b) Geography d) Anthropology	4		
5. Linguistics - Cree 100 or Humanities 206	4		
6. Indian Studies 100	4		
7. Psychology 100	4		
8. Indian Studies Elective	4		

Team Teaching Approach

INTRODUCTORY Professional 20 Hours	Hr	Gr	Gp
1. ED GEN 126	4		
2. ED ART 218	2		
3. ED RDG 218	2		
4. ED LNG 218	2		
5. ED SST 218	2		
6. ED MTH 218	2		
7. ED MUS 218	2		
8. ED HPE 218	2		
9. ED SCI 218	2		
10. ED GEN 226	3		
Module #1			
Module #2			
Module #3			
Module #4			
Pre-internship			

INTERNSHIP 16 Hours	Hr	Gr	Gp
ED FLD 313			
ED FLD 323			

Note: the 16 hours would be at Div. I, II, & III levels in Reservation, Non-Reservation and Northern Schools.

- a minimum of 16 hours is required from the Indian Studies Degree Programme

TEACHING SPECIALIZATION I* 16 Hours - Language, Arts Reading or Second Language	Hr	Gr	Gp
1. Methods 228	3		
2.	4		
3.	4		
4.	4		

TEACHING SPECIALIZATION II 16 Hours	Hr	Gr	Gp
1. Methods 228	3		
2.	4		
3.	4		
4.	4		

INDIAN STUDIES or SPECIALIZATION III 12 Hours	Hr	Gr	Gp
1.	4		
2.	4		
3.	4		

SENIOR PROFESSIONAL	Hr	Gr	Gp
1. Psychology - Indian Value System	4		
2. ED PSY - Special Education	4		
3. ED PSY - Evaluation and Measurement	4		
4. ED FND	4		

* One teaching specialization must be in the area of Reading, Language Arts or Second Language.

** A minimum of 12 senior hours is required outside of Education and S.I.F.C.

*** May be taken in the area of Guidance and Counselling.

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4. Open Admission (Conditional Special) - For those who do not meet the regular admission requirements to a Faculty and who wish to register in one day, evening or off-campus class for which there is no unsatisfied university prerequisite.

7. Funding:

N/A

8. Graduates:

None at this time. The first group will graduate in 1981.

9. Unique and Important Aspects:

The concept of an Indian controlled, degree granting college is unique in Canada. It provides for a very high level of input from Indian people, and in an official way recognizes the contribution of Indian people to post-secondary education.

The concept of a field-based program is not unique but is certainly important to the effectiveness of the program.

TEP

1. Basic Information:

Name of Program: Teacher Education Program, Fort Smith, N.W.T.

Program Director: Alice Bolduc
Teacher Education Program
Vocational Education
Fort Smith, N.W.T.

Student Representative: Elizabeth Biscaye
Teacher Education Program
Fort Smith, N.W.T.

2. General Description:

The program originated in 1968 and is designed to provide access and encouragement to young northern students, especially those of Indian, Eskimo and Metis origin, to enter the teaching profession. Students come from all regions of the Northwest Territories; residential, recreational and day-care facilities are provided for families. These services are provided through what is basically a small Territorial College, presently a division of the Department of Education.

The courses offered are in the areas of Methods in Teaching, Educational Foundations, Educational Administration, Educational Psychology, Cultural Awareness and Native Languages. The latter stresses literacy in the Athapascan tongues of Chipewyan, Dogrib, Slavey and Loucheaux, as well as the various dialects in Inuktitut. The courses are given over two winter terms and a spring term, the second spring term is taken at the University of Saskatchewan.

3. Detailed Description:

a) Objectives: To place more bilingual teachers in classrooms with the type of competencies best fitted to meet the needs of education in the Northwest Territories; to provide an alternative and more gradual route for entry to the teaching profession, appropriate to the background and abilities of students who appear to have an aptitude for teaching but because of background may not be successful in a conventional type of program; to provide a career ladder whereby classroom assistants of demonstrated ability can enter the teaching profession; to demonstrate to native people that education is not something imposed from outside their own culture; to bring the specific cultural and linguistic knowledge of northern students into Territorial classrooms; to provide students who qualify and are interested, a foundation sufficient for them to proceed to a B.Ed. degree, their courses taken at TEP obtaining advanced standing at Canadian universities.

b) Statistics: Students - 16, staff - 1 principal, 3 instructors; graduates - 92.

c) Length: Two years (72 weeks); sponsorship: the Department of Education of the Northwest Territories through Vocational Education; affiliations: no formal affiliation. The University of Saskatchewan accredits TEP, awarding advanced standing towards a B.Ed. degree; certification: the Certification Board of the N.W.T. grants a Northwest Territories Teaching Diploma, interim for two years and made permanent thereafter on the basis of satisfactory performance.

d) Coursework: All courses are compulsory. Whatever variety of selectivity exists concerns linguistic differences. Assignments may be directed to the cultural relevancy of the student. Courses offered: Educational Foundations, Educational Administration, Educational Psychology, English (Communication Skills), Native Languages, Anthropology, Native Peoples of Canada, and the Methods of Teaching Mathematics, Science, Language Arts, Social Studies, English as a Second Language, Physical Education, Music and Art.

e) Student Teaching: One internship of six weeks, some on campus practices in local schools employing an observation classroom and micro-teaching laboratory. Instructional staff travel in the field, generally allocated to the regions of the Central Arctic Coast, Inuvik and the Fort Smith/Yellowknife area. Travel is almost entirely by air and distances are extensive.

f) Support Services: A student counsellor at Vocational Education is available to TEP as well as other programs. Tutoring, none external to the program. Academic upgrading at Vocational Education is available within timetabling limits. Financial aid is provided by the Department of Education, generally the equivalent of that given by Canada Employment (Manpower). Accommodation and food are subsidized by Vocational Education.

4. Governance:

There is no formal university affiliation and the Indian/Inuit Community has no institutionalized input at the present time. Policy direction is given by a Steering Committee and its recommendations are submitted to the Director of Education. Policy direction comes to the program through the Superintendent of Vocational Education. Program Development and Evaluation of the Department of Education assists in the planning and delivery of native language instruction consistent with their policies. Staff are recruited through the division of Recruitment and Staff Training, Department of Education, Yellowknife. The Superintendent of Vocational Education and the Principal of TEP participate in the interviews. The budget is allocated for specific cost categories and is set by the Superintendent of Vocational Education. The manner in which these funds are deployed is a responsibility of the Principal with the approval of the Superintendent.

5. Admission:

N.W.T. residents who have taken all their schooling in the N.W.T. and are bilingual in English and one of the N.W.T. native languages shall be admitted to TEP on a priority basis.

Unilingual English speaking students who have taken all their elementary and secondary schooling in the N.W.T. may apply. Admission will be granted if available spaces are not filled by bilingual candidates.

Applicants must be 18 years of age and able to submit a medical certificate of good health.

Entrance Requirements: Applicants must have a senior matriculation or a Grade 12 Diploma established with the Province of Alberta or the equivalent from another educational authority.

(1) A Grade 12 GED acquired through academic upgrading;
(2) a minimum of Grade 10, substantiated by records of tests or from the secondary school attended; or
(3) qualified as Classroom Assistants, have a minimum of Grade 10 based on a TABE Test and a record of good performance in the classroom.

6. Funding:

The entire funding including student allowances is done by the Department of Education, Yellowknife, N.W.T. This is administered through their division, Vocational Education headed by a Superintendent.

7. Graduates:

Since 1969, ninety-two (92) students have graduated from the program. Presently there are 41 teaching in the schools in the Northwest Territories, 3 are teaching in Alberta and 8 are attending southern universities working towards their B.Ed. degrees. The graduates are mainly in teaching positions at settlement schools. One who has acquired an M.Ed. has returned to assume the principalship of the program. Three are principals in small settlement schools and one is a vice-principal. Five are working in the Department of Education in the Program Development and Linguistics Divisions.

8. Unique and Important Aspects:

We have the added responsibility of training Classroom Assistants. Two month-long courses are offered in July of each summer. Instructors are contracted to supplement the TEP staff for this purpose.

Our program has to cope with a wide cultural diversity and logistics of operating in the vast distances of the Canadian North. In many parts of the Northwest Territories, children come to school with little knowledge in English. This requires particular attention to giving trainee students literacy in their mother tongue - often difficult because of inadequate orthographies. The enrolment is small although there is potential for growth when more native students complete secondary schooling.

T E P (Inuit) - Frobisher Bay

1. Basic Information:

Name of Program: Teacher Education Program (Inuit) - Frobisher Bay Campus

Principal: Peta Ann Jackson, Teacher Education Program (Inuit)
Department of Education, Frobisher Bay,
Northwest Territories XOA OHO

Student Representative: Rhoda Arreka, Teacher Education Program (Inuit)
Department of Education, Frobisher Bay,
Northwest Territories XOA OHO

2. General description:

The program originated in 1979 and is designed to encourage Inuit people to enter the teaching profession. Students are mainly classroom assistants and are bilingual in Inuktitut and English. They are mainly from Eastern Artic communities.

There is a strong emphasis on teaching children in Inuktitut, in fact Inuktitut is often the language of instruction in the Program. There is also an emphasis in developing culturally relevant curriculum materials.

3. Detailed description:

a) Objectives - to place more bilingual teachers in classrooms with the type of competencies best fitted to meet the needs of education in the Northwest Territories; to provide an alternative and more gradual route for entry to the teaching profession, appropriate to the background and abilities of students who appear to have an aptitude for teaching but because of background may not be successful in a conventional type of program; to provide a career ladder whereby classroom assistants of demonstrated ability can enter the teaching profession; to demonstrate to native people that education is not something imposed from outside their own culture; to bring the specific cultural and linguistic knowledge of northern students into Territorial classrooms.

b) Statistics - Students 11, Staff 4, Graduates - none at this time, 5 expected in mid 1981.

c) Length of program - 2 years (72 weeks).
Sponsorship - Department of Education of the Northwest Territories, through the Director of the Bilingual Education Project.

Type of Certification - Northwest Territories Teaching Diploma, interim for two years, permanent thereafter on the basis of satisfactory performance.

d) Coursework - Year I: Inuktitut (Orthography and Grammar); Methods I (Orientation); Methods II (COPITT-I); Inuktitut Language Arts Methods; How Children Learn/Learning Environment (COPITT-II); Math for Inuit children; Methods in Social Studies and Science; Administration of Education in the Northwest Territories; Inuktitut and Cultural Studies; English Language Upgrading.

Year II: Cultural Awareness; Theory of Instruction; Planning/ Forecasting/Reporting; Practicum in Individualized Instruction; English II; Curriculum and Materials Development; Options - Health and Physical Education, Art Drama, Music, Special Education, Kindergarten.

e) Student Teaching - One day per week in Nakasuk Elementary (Demonstration) School, and 6 week practicum in January/February each year.

f) Support Services - Counselling, tutoring, morale support from staff, staff of the demonstration school and the Director of Bilingual Education.

4. Governance:

The Program is under the direction of the Department of Education of the Northwest Territories. There is also a working relationship with the Baffin Region Education Authority (made up of members of the Local Education Authorities).

5. Staffing:

Principal, 3 instructors (two of whom are Inuit and TEP graduates). Additional instructors are hired as needed on a contract basis.

6. Admission:

Applicants must have a senior matriculation or a Grade 12 Diploma established with the Province of Alberta or the equivalent from another educational authority:

1) A grade 12 GED acquired through academic upgrading;
2) a minimum of Grade 10, substantiated by records of tests or from the secondary school attended; or
3) qualified as Classroom Assistants, have a minimum of Grade 10 based on a TABE Test and a record of good performance in the classroom.

7. Funding:

Government of the Northwest Territories.

8. Graduates:

None at this time, 5 expected in mid 1981.

9. Unique and Important Aspects:

This is one of two programs in Canada in which the native language is a major language of instruction.

The Department of Education has recently given Indian and Inuit teacher education a first priority.

MORNING STAR

1. Basic Information:

Name of Program: Morning Star
Program Director: Mr. Leroy V. Sloan; Box 279; St. Paul, Alberta TOA 3AO

Student Representative: None

2. General Description:

Morning Star is one of a number of university programs operating at Blue Quills School, about 200 km east of Edmonton. The Program began in 1975 and has provided education for two groups of students. Special arrangements have been made for provisional certification after two years of education at Blue Quills. These arrangements have expired, and future groups will require three years of teacher education as a minimum requirement for provisional certification. Courses are, in general, offered consecutively, with most instructors coming from Edmonton and staying for a three-week period in St. Paul to teach a half course. Commonly, the instructors are those who teach the same course in Edmonton.

3. Detailed Description:

a. Objectives: To provide a rapid increase in the number of native teachers.

To provide quality education of a standard at least comparable with that available on the Edmonton campus.

To provide a hospitable atmosphere that will provide a congenial environment for native people to begin their university studies.

b. Statistics: The Program is limited to accepting 40 students.

There are five professional staff in the post-secondary program at Blue Quills School.

Thirty-eight students have qualified for provisional certification from the two groups of students who have passed through Morning Star.

c. Length: Morning Star has been a two-year program since 1975. Morning Star III will be a three-year program.

Sponsorship: The Morning Star Program is attached to the office of the Dean of the Faculty of Education, University of Alberta.

Certification: The provisional certificate that has been obtained by students from Morning Star allows holders to teach for a period of up to five years. Two further years of education are needed for permanent certification.

3. d. Coursework: All students have been registered as Social Studies Majors in the Elementary Route. Credit in ten full-course-equivalents is required for certification, with a grade point average of not lower than five (on a nine-point scale). Courses are those available on the Edmonton campus, and about 75% of the course are from the Faculty of Education. Additional optional course have been provided at Blue Quills School.

e. Student teaching: Six weeks of practice teaching has been the program requirement. In future, this will increase to thirteen weeks. Practice teaching has been done, in general, in the St. Paul area, but students have been placed in outlying areas. In Morning Star I, all the practicum came in the second year. In morning Star II, it was divided between the two years of the program.

Supervision is done by Project staff, or by faculty consultants hired to work with Project students during the practicum period.

f. Two tutor-counsellors work in the Blue Quills Post-secondary Department, and these are available for consultation, as needed by students. Those students who are Treaty Indians receive support from the Department of Indian Affairs and Northern Development. Non-treaty Indians have received financial assistant from the Northern Development Council (a Provincial body). This support entails a commitment to teach in Northern Alberta.

A revolving loan fund is maintained to assist students with small emergency loans. A daycare and some single-student residences are available.

4. Governance:

The Morning Star Project is controlled by a Board composed of four members. Two members are appointed by the University of Alberta Faculty of Education and two members are from the native community. One of the native members represents the Blue Quills Native Education Council, and the other represents the Council of Chiefs. The Morning Star Board determines policy to be implemented. Admission to the Program is based on the decision of the Admissions Committee, which is appointed for this purpose.

5. Staffing:

Two staff positions are particularly associated with the Morning Star Program. These are:

Director - responsible for the general operation of the Program in accordance with policy determined by the Board.

Tutor-counsellor - responsible for assisting students as needed.

6. Admission:

Students must be over 21 years old or have Matriculation. All applicants are interviewed, and are selected on the basis of their motivation, and their indications of their ability to succeed in university studies. Students are registered with the University as mature students, and are granted full student status in the second year on the basis of their work in year one.

7. Funding:

The Programme is jointly funded by the Department of Indian Affairs and Northern Development, and the Department of Advanced Education of the Province of Alberta. Provincial assistance permits the acceptance of non-treaty Indians. This funding covers instructional costs, and students are not required to pay fees. Books and supplies are provided.

8. Graduates:

Of the 21 students completing Morning Star 1, 12 obtained teaching positions, 6 went to campus in Edmonton for further study, 2 obtained non-teaching positions, and 1 returned to domestic duties. Three students from Morning Star 1 have completed their B.Ed. degrees.

NATIVE STUDENT SERVICES

1. Basic Information:

Name of program: Native Student Services

Academic Coordinator: Professor Evelyn Moore-Eyman, 1436 Education Tower, University of Calgary, Calgary, Alberta T2N 1N4
(Reports to Vice-President, Academic, through the Dean of Continuing Education)

Student representative: President, Native Club (address above)

2. General description:

Native Student Services operate in 2 sections - On-campus and outreach. On campus a range of services is provided, the chief of which are the Red Lodge (a drop-in centre) and the tutoring/counselling services.

Outreach programs which have taken credit courses to three reserves and to a central northern site, are organized by the academic coordinator.

3. Detailed description:

a. Objective: To assist native persons to achieve qualifications in the professions; there follows from this a set of other objectives such as the achievement of satisfying native identities.

b. Statistics: On-campus average enrollment since 1972 approximately 45, plus, in 1979/80, two Masters and a Doctoral student (retention rates have changed to over 80% continuation).

Staff is two full time tutor/counsellors (one a native person), a part-time secretary and a half-time academic coordinator. Special subject tutors may also be hired on an hourly basis.

Graduates (all four-year degrees) as of Dec. 1980 - 36 (includes 10 who have taken up to 3 years of coursework in an outreach situation).

c. Length: Not applicable

d. Coursework: Not applicable

e. Student teaching: Standard four half-courses (14 weeks) but students in education are encouraged to take two courses in native centre of their choice. Social work tends to operate on the same practicum placement principle. Supervision is provided by regular staff with a declared interest in native situations.

f. Support services: Services support students in all faculties for the regular degrees of those faculties. All appear to permit orientation of native students' course assignments to native populations. Counselling and tutoring are provided whenever courses are offered. DIAND allowances and Alberta Northern Development Bursaries provide main support but small emergency funds have been sought and obtained. A small rotating loan fund has been crucially important to non-status Indians.

4. Governance:

All projects fall under university governance but are permitted a high level of autonomy. It is now university policy at Board of Governors level to seek funding for University Native Centre headed by a native academic to whom all sub-projects will report (further details may be obtained on request).

A province-wide native steering committee was extremely influential in the initial years of the project but has been in large part replaced by local Indian institutions on the reserve and by students' recommendations on the campus.

An advisory committee sponsored by the Indian Association of Alberta and with top level DIAND membership began meeting in 1978/79.

5. Staffing:

Administrative secretary/receptionist; two tutor/counsellors on campus (one a native person); one full time tutor/counsellor for each fully developed outreach operation with additional assistance from employees of the local Indian organization; academic coordinator (2/3 time for all projects); Director of the Office of Educational Development (half-time) - chief duties at present lie in the development of a human services workers' training program; Project Director of the human services workers' training program (full time) - responsibilities are wide but are heavily concentrated on liaison with the native communities; part-time secretary to that department.

6. Admission:

Students who have chosen to use the services include matriculants, regular mature non-matriculants and (the largest group, until the University was found to be in contravention of the Alberta Individual Rights Protection Act, those who are admitted through a special admission panel of the University College which examined the individual cases and admitted at less than regular standard where tutoring and counselling was available for concurrent upgrading. Now a new unclassified category permits admission of students with less than formal requirements (details available on request).

7. Funding:

Approximately equal contributions by University and DIAND. The provincial government has a funding request before it. The Office of Educational Development of Native Student Services has been funded by the Donner Canadian Foundation and the University. Student support is handled separately but emergency assistance is provided or facilitated by the Services.

8. Graduates:

There are now 36 graduates (and other graduations imminent). Almost all graduates, whether in education, social welfare, or social sciences, are working in the service of native people, in native organizations, in schools or in government. A few are working with mixed populations.

9. Unique and/or important aspects:

The restriction of the operation to a support service rather than an

instructional role, we regard as important. The achievement of "regular" degrees was insisted upon from the beginning by the native steering committee. While not unique it is important that credit courses be taken to native communities and be hosted there by native-controlled institutions. The tutors and counsellors provide vital support services (vital also to matriculants) but above all else a place of their own; the Red Lodge can be so important that one student described it as a "refuge from the jungle of the city" (this is not, however, to be mistaken as a ghetto).

All of the above should be set in the context of the major report Proposals for Increased Response to the Expectations of Native People of Alberta. This report is approved in principle by General Faculties Council and a request for funding is before the province Deparment of Advanced Education and Manpower.

NONTEP

1. Basic Information:

Name of program: North Okanagan Native Teacher Education Program

Program Director: Elizabeth Kennedy, Faculty Associate, North Okanagan Teacher Education Program, Box 850, Enderby, B. C. V0E 1V0

2. General Description:

NONTEP is a community-based teacher education program for native Indian people in the northern Okanagan. It is designed to allow people to remain in their home communities while receiving their training and places the students in local schools. All coursework is provided on-site.

3. Detailed Description:

a) Objective: To provide a teacher education program for native people which allows student teachers to remain in their home communities, to provide a strong school base and community base in the program.

b) Statistics: 8 students began the program in Fall 1978 and one more was added in the Spring of 1979. A new intake of 6 students began in Fall 1979. There are two full-time staff plus various Instructors and Coordinators attached to the program from Simon Fraser University.

c) Length of program: The program is a minimum of two years (3 semesters per year) for basic teacher certification. The program is a part of the Faculty of Education, Simon Fraser University programs. It leads to the B. C. Standard Teaching Certificate.

d) Coursework: The program conforms generally to the pattern and content of other interior sites. An emphasis on native themes and concerns is woven through the program (i.e., developing local materials relating to native culture might be the focus of a curriculum development course) rather than being isolated in a particular course. Some added emphasis on cross-cultural education and native history and culture is built into the program, but the bulk of the workshops and courses would be the same as those taken by any P. D. P. student. The six semester program breaks down as follows:

September-December (401/402): The 401/402 portion of the program looks much like that of any interior site. Because this is the first step in a two-year developmental program, however, six weeks (two two-week and two one-week practicums) are spent in practice teaching and eight in the site.

Also, since all of our students work individually, we meet every Wednesday afternoon of 402 weeks at the site. This helps students to obtain more support and feel less isolated. Besides in-site workshops, we also participated in several workshops with other Okanagan sites.

January-April (408 - 6 weeks of 405 plus 6 weeks of coursework): Half of the semester is spent in two university courses. The courses taken were selected from regular Faculty of Education and Faculty of Arts and Science courses. These courses were chosen by the students and were taught by professors from Simon Fraser University at the site.

May-August (404): Students will take four courses selected in consultation with the Director of Undergraduate Programs, the NONTEP students and faculty associate at NONTEP. Again, these courses will be provided at the site by S. F. U. professors.

September (1979) - December: Will follow the same pattern as January-April, two courses to be decided, plus the final 6-week portion of 405 practicum (this will be listed as Education 409).

January - April (1980): Four courses.

May-August (1980): Four courses for completion of minimum requirements for Standard Certificate. It should be noted that students who wish to specialize or earn a Professional Certificate may continue at Simon Fraser after this time, their credits transferring.

e) Student teaching: The practicums take place in a school near the students' homes (Vernon, Enderby, Salmon Arm). Classes and workshops are held at the site on the Spallumcheen Reserve. This combination - local placements plus a centrally located site - allows us to maintain a community-based program. Students are able to remain in their home communities and teach in (and have an impact on) their local schools for the duration of the two-year program.

f) Program support services: There is considerable support provided by staff, School Associates and fellow students.

4. Governance:

Governance of the program is a cooperative venture of the North Okanagan Bands and Simon Fraser University.

5. Admission:

A screening committee (which also serves as the steering committee) made up of representatives of three bands (Spallumcheen, Okanagan and Adams Lake), the S. F. U. faculty associate and the campus coordinator, met in June to consider applicants. Our primary concern was to select students who showed a commitment to and affinity for teaching, and an ability to complete successfully the academic work required. Although Grade 12 completion was not a requirement for acceptance, it was a factor taken into consideration. In practice, all but one of the eight applicants

originally selected, all women, had matriculated. Another area we considered was the applicants' education-related experience. With two exceptions, successful applicants had considerable experience in the classroom; three as home-school coordinators, two as teacher aides, and one as a child care worker. With an average age of 29, the students have a wealth of personal life experience that we felt would compensate for whatever lack of academic background they might have. A ninth student, our only male and first native student ever to graduate from the Enderby high school, joined the program in January. The NONTEP program will be completed in August, 1981.

7. Funding:

Students are responsible for securing tuition and living allowances. Most are receiving some support their their bands' education budget. Program funding was initially provided to S. F. U. through the Interior University Planning Board. Continued funding is now being sought through regular university channels.

8. Graduates:

4 graduates to date.

9. Unique and important aspects:

All coursework is provided on site. Close relationship with the local Indian communities and program initiated by local Indian people.

N I T E P

1. Basic Information:

Name of Program: Native Indian Teacher Education Program (N.I.T.E.P.), Faculty of Education, University of British Columbia.

Program Director: Arthur J. More, Ph.D., Acting NITEP Supervisor, Faculty of Education, University of British Columbia, Vancouver, B.C. V6T 1Z5

Student Representatives: Deanne Nyce, North Vancouver NITEP Centre, 1295 Sowden Avenue, North Vancouver, B.C. V7P 1L9
Angie Todd-Dennis, On-Campus (UBC) NITEP Centre, Faculty of Education, The University of British Columbia, Vancouver, B.C. V6T 1W5
Terry Jules, Kamloops NITEP Centre, 345 Yellowhead Highway, Kamloops, B.C. V2H 1H1

2. General Description:

NITEP is a program for prospective elementary teachers. Upon successful completion of the program, students receive the Bachelor of Education Degree and the Professional Teaching Certificate. Normally, four years of full time study and at least one summer session are necessary to complete all degree requirements.

Students spend the first two years at an off-campus centre and the remaining years at U.B.C. Students who elect to leave the program after three years of study are eligible for the B.C. Standard Teaching Certificate. After one or two years, a successful student is usually qualified for a Home-School Co-ordinator or Teacher-Aide position.

Each Centre is under the guidance of one Coordinator. The Coordinators are master teachers who have considerable experience teaching and working with Indian people. The Coordinators guide and counsel the students in their professional and academic development, place students in schools, arrange for local resource people and undertake other related activities.

All Year One and Year Two course work is given at the Field Centres by U.B.C. Faculty in cooperation with the Coordinator, local instructors, and other resource people.

3. Detailed Description:

a. Program Objectives - NITEP began in September 1974 in response to needs expressed by Indian people throughout B.C. for a more effective and relevant teacher training program for Native Indians. There is a shortage of Indian teachers in B.C. An increasing number of Indian people desire to become teachers but do not have the opportunity to do so under present programs. NITEP was designed to help fill these needs.

b. Statistics - Number of students (1980-81) Year I - 24; Year II - 16; Year III - 16; Year IV - 13; Total - 69. Number of Staff - 7 1/2 consisting of: Supervisor, Program Coordinator, On-Campus Coordinator,

2 Off-Campus Coordinators, 1/2 time Native Counsellor, Receptionist/ Secretary and a Bookkeeper/Secretary (Instructional staff not included).

Number of Graduates - 1978 - 6
1979 - 10
1980 - 9

Total 25

(Standard Certificate Holders = 11 in addition to the 25 Graduates)

c. Length of Program - 4 years for Bachelor of Education, although most students require additional time.
Affiliation: Faculty of Education, University of British Columbia
Certification: B.C. Standard Certificate after 3 years
B.C. Professional Certificate upon completion of degree

d. Coursework - Courses in the first two years include remedial English and English 100 or 200 (taken on a transfer basis from the local Regional College); "methods" courses in Language Arts, Music and Art; Speech Development; Mathematics; Science and Social Studies; and Educational Psychology. Other studies in Education or Academic areas may also be completed at the Field Centres. All students take a non-credit Reading Study Skill course.

Each student engages in extended periods of student teaching in schools near the Field Centres. Two Indian Studies courses are included which are directed by NITEP and cooperatively taught by Indian resource persons, university and college professors, the Coordinators and others.

The Third and Fourth Year students complete academic content courses required of all student teachers: an academic concentration consisting of advanced study in an academic field such as Anthropology, Linguistics, English, Physical Education, History or Sociology; and a professional concentration of advanced study in a professional field such as Special Education, Reading, Indian Education or Primary Education. Students also continue their student teaching during these years.

e. Student Teaching - Year I - 12 weeks
Year II - 12 weeks
Year III - 3 weeks
Year IV - 3 weeks

f. Program Support Services - During the first two years, some students encounter academic or personal transition problems. Individual and group tutoring and counselling is provided to help overcome these problems. There are orientation programs at U.B.C. for students in First and Second Year; individual students are brought to the University for educational conferences throughout the first two years; individual or group tutoring and counselling services will be available to Third and Fourth Year students; and regular seminars of NITEP students will be held to continue the group relationships which have developed at the off-campus Centres. A NITEP Centre for Year Three and Four students is located near the Education Building and contains a lounge and the offices of the Native Counsellor and the On-Campus Coordinator.

4. Governance:

NITEP operates within the structure of the Faculty of Education of the University of British Columbia.

The NITEP Advisory Committee consists of fifteen persons, some appointed, some elected. At present, eight members are Native Indian, of whom three are student representatives elected by their peers. The Supervisor serves as Executive Secretary. In addition to the Supervisor, five other persons from the Faculty (including the Supervisor of Indian Education and the Director of Undergraduate Studies) sit on the Advisory Committee. The Chairman is Native Indian.

The Advisory Committee developed the original proposal for the program and the policies for its operation. Additionally, the Committee is responsible for recommendations to the Dean of Education on: centre locations, selection of the Supervisor, Coordinators, and hearing appeals from students.

All decisions of the Committee must be ratified by the appropriate body within the University.

5. Staffing:

Supervisor - Responsible for the overall leadership, and is the academic and administrative Head of the NITEP program.

Program Coordinator - Duties are primarily to assist Centre Coordinators, Faculty and the Supervisor in establishing overall program goals, building cohesion throughout the program and coordinating communication between off-campus and on-campus Centres, recruitment and Admissions.

On-Campus Coordinator - Duties are primarily guiding the academic development of the NITEP students and the coordination of Centre activities.

Off-Campus (Field) Coordinators - Duties include supervision of student teaching, practicum placements, liaison with sponsor teachers, counselling students, teaching, coordinating field centre activities, program development, recruitment and screening of students.

Native Counsellor (1/2 time) - Support counselling, course counselling, liaison with Native Organizations. The Native Counsellor is available (1/2 time) to all native students on campus.

Receptionist/Secretary - General duties.

Bookkeeper/Secretary - General duties.

6. Admission:

Students may be admitted to NITEP under either one of two categories. First is the Regular Admission Category. This is open to those who have the usual University entrance qualifications (Grade 12, academic or equivalent). Second is the Mature Student Category. This is open to those who cannot enter the program under regular admission, but who have demonstrated a potential for teaching and the ability to handle the academic program. Students who have graduated on a non-academic program may apply under this category. An applicant who has not completed high school or equivalent will also be seriously considered if he or she is prepared to give the extra effort required to fill in any important educational gaps.

Students under 23 years of age are normally encouraged to upgrade their academic qualifications before applying for admission to NITEP.

The Mature Student Category is available for other U.B.C. programs and is not restricted to Indian people.

7. Funding:

Operational costs are funded by the University of British Columbia. Status Indian students may be supported by their Band or the Department of Indian Affairs. Non-Status students may be funded by Canada Student Loan and the First Citizens Fund.

8. Graduates:

Twenty-five students have graduated (with a Bachelor of Education). Most are teaching; some are working in the general field of education; a few have returned for post-graduate work. One of the NITEP graduates is working as the Native Counsellor for NITEP.

Eleven other students have completed requirements for the Standard Teaching Certificate and are teaching or working in education-related jobs, for the most part.

9. Unique Aspects:

There are significant differences between NITEP and the regular U.B.C. teacher training program.

- The first two years are held at an off-campus Centre.
- There is a much heavier concentration on teaching in the first two years (12 weeks each year which is about 1/3 of the year's work).
- The sequence of courses is reversed so that most academic courses are left until Year 3 and 4 with methods courses emphasized in the first two years. Also, a Native "twist" is often given to these courses, and they are made more relevant to the classroom situation than is normally the case.
- Two of the courses are entirely different and not available to non-NITEP students. These are the two Indian Studies courses.
- The support services are considerably increased since approximately 65% of NITEP students enter with less than University Entrance standing. There is a Study Skills component, tutoring, counselling and the critical role of the Centre Coordinator to facilitate student success.

APPENDIX

NATIVE INDIAN TEACHER EDUCATION IN CANADA

Arthur J. More

Speech to the Canadian Education Association Conference, also published in Education Canada, Spring, 1980.

Introduction

NTEP, NORTEP, ITEP, NITEP and just plain TEP; IMPACTE, ISUPS, PENT and BUNTEP. Strange acronyms have been dancing across the education stage in Canada during the past decade. Behind these acronyms is an increasing number of native Indians in Colleges of Education and in the schools - training to be teachers.

It is estimated that over 600 native Indians are enrolled in specialized teacher training programs in Canada today. Native Indians at the community, provincial and national level are deeply involved in the development and operation of these programs. Over 700 teachers are working with these students in their classrooms almost every week. Each year the number of native Indians certified to teach rises dramatically. There is an exciting feeling that significant improvements in the education of Indian children are occurring. The training of native Indian people as teachers has become a major effort in this country.

What is the rationale for the specialized programs? Why are regular programs not effective? What do the native Indian teacher education programs include? Are they effective? Are there problems? What is their future?

The purpose of this paper is to answer some of the many questions being asked about native Indian teacher education programs. The remainder of this paper is divided into five sections to achieve this purpose: the rationale for the Programs; description of the programs; the effectiveness of the Programs; their problems; and their future.

The terms "native", "Indian" and "native Indian" are used here to refer to all people of Indian ancestry - treaty, non-treaty, status, non-status and Metis - unless otherwise stated.

Rationale

The situation of native Indian people varies between and within provincesand territories. So the rationales vary. However from discussions with Program personnel and from reading Program reports I have found many common elements in the rationales.

The need for more Native Indian Teachers

1. There are very few native Indian teachers in proportion to the teaching force in Canada. For example, in B.C. in 1974, there were approximately 26 in a teaching force of 26,000. If the proportion of native Indian teachers was equal to the proportion of native Indians in the general population, there should have been about 1,300 native teachers in B.C.

Today the number has risen from 26 to about 70 - a dramatic increase, but still far fewer than 1,300.

2. An increase in the number of native Indian teachers will help overcome the massive drop-out rate, the low academic achievement level, the low interest level, and adjustment problems of Indian children. Greater school/community understanding and liaison, modelling, improved curriculum development, improved counselling and programming should result from an increased presence of native Indian teachers.

An increase in the number of native Indian teachers is seen by many Indian parents as an effective force for decreasing the assimilative pressures of the present school system. Many school districts realize the positive impact of native teachers on staff.

3. Native Indian people are demanding greater control and influence on the education of their children. A cadre of Indian teachers is essential to achieving this demand.

There is an increasing number of Indian run schools. Native Indian teachers are in great demand for these schools.

Many Indian groups are pressing for increased self-government even to the point of Indian nationhood. If this goal is to be even partially realized, there will be a need for Indian leaders with the decision-making skills and the interpersonal skills that are developed in effective teacher education programs.

4. There is usually a high turnover of non-Indian teachers in Indian communities or Indian areas of the cities. This results in serious discontinuities in school programs as well as a general lack of understanding of the community by the teacher. By contrast there is usually a lower turnover of native Indian teachers because most of them plan to stay in their home community or another Indian community for many years.

Problems of Regular Teacher Education Programs

Many native Indians desire to become teachers but cannot or do not enroll in regular teacher education programs. Some have attempted such programs but few have succeeded. Some of the problems of the regular programs are described below.

1. There are many native Indian people who are potentially excellent teachers but who have not achieved regular university entrance requirements. Approximately 10% of Indian pupils complete high school. Of those who complete high school almost none are on an academic program. Reasons for this low success rate include inappropriate curricula, poor teaching, and cultural and value differences. This is a self perpetuating problem because increasing the number of Indian teachers would improve Indian pupils' achievement, but low achievement makes it difficult for Indians to enter teacher education programs.

2. The Indian people represent one of the poorest groups in Canada. Status or treaty Indians have their tuition and living allowances paid by the Department of Indian Affairs if they attend university. However, this support is often insufficient. Non-status Indians are not eligible for this support and so are often in an even worse economic position.

3. Many Indians find that existing teacher training programs are irrelevant or inappropriate to their background and to becoming a teacher. This is a problem even to the non-Indian who is thinking of going into teaching, but many times more serious to the Indian prospective teacher.

4. Many Indian students who take one or two years of university education do not complete their training because their skills are needed so desperately at home or in the various Indian organizations even before they have graduated.

5. There is a serious legacy of discrimination (both conscious and unconscious) against native Indians by the educational system.

6. Enrolling in a teacher education program often means moving from home for four years. Family or community responsibilities may make this impossible. The social distance that such a move entails prevents some from enrolling.

Many Indian students find that the higher their educational attainment the greater the social distance between them and their people. This appears to be a major cause of dropping out.

The Programs

In response to the needs and problems just described, seventeen specialized teacher education programs are presently operating in Canada. A list of the programs and their addresses is appended to this paper. More details on the programs are found in Native Teacher Education: A Survey of Canadian Indian Teacher Education Programs by More and Wallis, or by writing to the programs directly.

The programs vary considerably. This reflects the tremendous variations among Indian groups and different resources available to the programs.

The programs range from a semester of orientation and preparation followed by insertion into the regular university program, to a full three years of specialized courses controlled almost completely at the community level. University involvement ranges from no formal association to complete control. Indian involvement ranges from virtually none to being the most significant controlling group.

It is difficult to group the programs without altering their individual flavour, but there are three general groups of programs.

The Orientation and Support type of program provides a preparation for

entry into the regular on-campus teacher program. It usually also provides some counselling and tutoring services to students once they are in the regular program. The programs are usually on-campus except for student teaching.

A second type is the Significantly Altered program. This program type is based largely on the regular teacher education program but with some significant alterations. There are some different courses (usually Indian Studies courses are added), a different course sequence (some professional courses are taken earlier), a significant amount of instruction given off-campus, and a greater amount of student teaching time.

The predominant factor in the third type, Community Based, is that the locus of control is in one or a number of communities. In addition the course content is even more modified than that of the Significantly Altered programs. The Community Based programs are usually more school based and have a much greater degree of Indian control. Some, but not all, of these programs are aimed primarily at upgrading native paraprofessionals (teacher aides, Indian language teachers, classroom assistants).

As one moves from the Orientation and Support programs through the Significantly Altered programs to the Community Based programs: the programs become less assimilative and sometimes more segregative; there is an increasing number of local instructors, especially native Indian instructors; and entry requirements become more flexible (although mature and special entry categories exist for all programs).

All the programs are offered by universities with two exceptions. The Teacher Education Program (TEP) in the North West Territories is run by the Territorial Department of Education. Graduates of TEP may continue on to the Bachelor of Education program at the University of Saskatchewan with advanced standing. The Northern Teacher Education Program (NORTEP) in northern Saskatchewan is run by the Northern School Board and contracts instructional services with the University of Saskatchewan and the University of Regina.

The programs are effectively limited to Indian students, although the definition of Indian is usually interpreted very broadly. The only exception is the Winnipeg Centre Project which is an inner city project and enrolls students, including native Indians, sensitive to the inner city.

All of the programs make maximum use of mature and special admission categories of the universities. A few even have an admission category which applies only to the native Indian program. In all cases the applicant must demonstrate the potential for becoming a teacher - even though the academic background may be lacking. This flexibility in admission is intended to reflect the fact that many native Indian students do not have adequate educational opportunities in their earlier years, and given appropriate educational opportunity they will succeed. It is important to emphasize and re-emphasize that easing entry standards does not have to result in lowering graduation standards - provided students have the time and support services available to achieve graduation standards.

Most of the programs have significant input from native Indian people. This input may come from native staff members, from formal or informal advisory groups, or from personal contacts between Program staff and native people. The more successful programs usually are truly cooperative efforts of Indians and non-Indians contributing together.

Most of the programs give a high priority to native Indian languages. A few use the native Indian languages as one of the languages of instruction. Most provide the opportunity for student teachers to develop their spoken and written fluency in an Indian language. Most programs enroll students from more than one language group, and students whose mother tongue is English.

Program Effectiveness

There are many components which have contributed to the effectiveness of the native Indian teacher education programs. Some of the more important components are described below.

1. One cannot overestimate the impact of the Indianness of these programs on their success. Students in these programs constantly refer to the strength they get from the fact that their fellow students are Indians. Student after student has told me that when he or she has difficulty, the greatest source of help is from fellow students. There is a wealth of resources available to the native Indian student who shares the program and the goals of fellow native Indian students. Even if no solutions are available, the fact that one is sharing the same problem with others is a source of strength.

Input from the native Indian community is another major factor in the Indianness of the programs and in their effectiveness. This input may be formalized in the administration of the program, or it may occur informally between the program and individuals in the Indian community.

2. The support services provided by the programs constitute another major component contributing to the success of the programs. In most cases counselling and tutoring services are readily available. The counselling helps the students with program planning, personal and financial difficulties, adjustment to post secondary education and adjustment to the idea of becoming a teacher. Reading and study skills courses are often provided as well as tutoring in individual courses. There is also a great deal more support in developing the professional skills and attitudes required to be a teacher.

3. The commitment of the students exceeds that of most teacher education programs. The students are generally firmly dedicated to working with their people, their children, their community.

The attitude of instructors, counsellors, administrative staff and cooperating teachers is also a significant contributor to the programs. Spending extra time after school hours, opening one's home to the students, availability 24 hours a day, and a high personal regard for the students are just some of the ways in which this attitude is demonstrated.

4. The flexibility in admission to the programs has allowed some of the finest teachers into the profession when they would have been barred from training by inadequate academic accomplishment. Most programs prefer to make the mistake of being a little too flexible in admissions rather than not being flexible enough and rejecting some applicants who might become excellent teachers.

5. The large field component also contributes significantly to the effectiveness of these programs. Most programs have more student teaching time and begin student teaching earlier than regular student teachers. This gives students a much more realistic picture of the classroom, and a greater opportunity to develop their professional skills.

Many courses are offered in the field. This also provides for a closer relationship between courses and the classrooms to which they are supposed to relate. Offering courses in the field also decreases the period of time that the student will have to be away from home during training - extremely important to the retention of students who are intimidated by the university campus atmosphere, or have family responsibilities at home.

6. All the programs, except one, lead to regular teacher certification. This is very important in maintaining the standards of the program. The one exception, in the NWT, leads indirectly to regular certification after additional work at a southern university.

7. The cultural heritage of native Indian people and contemporary issues facing native Indians form an important part of all programs. There is considerable variation in this component. Some programs leave this to occasional guest speakers and informal seminars. Others have infiltrated virtually all of the coursework with things Indian. The important factor seems to be the positive recognition of the students' Indianness and the opportunity to enhance it.

8. Given the economic situation of many Indian people in Canada, it is important to build in financial support for students in need. Most programs have done this effectively, although there are some students - often non-Status or non-Treaty - who have been unable to continue for financial reasons.

It is one thing to speak of the components which <u>appear</u> to be contributing to the effectiveness of the programs. It is another to <u>demonstrate</u> that the programs are effective. Indeed, since we have no universally acceptable measure of teacher effectiveness we could never unquestionably demonstrate the effectiveness of the program. However, we can look at the continuing improvement in school achievement of Indian students, or the increasing number of Indian high school graduates, or the increased number of Indians entering professional training, or the increased number of Indians entering the teaching profession. All of these convincingly argue that the native Indian teaching programs are very effective.

Problems

Even though it can be convincingly argued that the programs are effective, they do have their problems. The more significant problems are discussed below.

Standards

The "red pass" and the "watered down program" are important terms in the parlance of those involved in native teacher education programs. They refer to a "pass" mark being given to a student because he or she is an Indian; or watering down a program by omitting the difficult parts of a course because the students are native Indians.

There is no question that the red pass and the watering down exist. But experience tells me they exist more in the minds of those who are superficially involved in native teacher education programs, than they exist in fact. Accusations of "red pass" and "watering down" are usually unwarranted assumptions or gross exaggerations.

There exists an almost automatic assumption that if it is a program for Indians, it is watered down. And this assumption is made as frequently by Indian people as by non-Indians. This is not a fair assumption about the Indian teacher education programs, just as it is not a fair assumption about recent Indian education programs in general.

Equivalent Standards

The problem arises from a misunderstanding of equivalent standards and from an occasional - but exaggerated - lowering of standards.

Some examples of equivalent standards include the acceptance of different, but more appropriate, teaching or control techniques; the replacement of "foreign language" requirements by native language proficiency; the insertion of Indian Studies courses in place of more general social science courses; or an increase in practice teaching time in place of methods courses.

One problem with equivalent standards is the inability of educators to understand that a <u>different</u> standard or course is not necessarily a <u>less effective</u> standard or course. Indeed it may be more effective. Native teacher education programs are for people who will usually be teaching children with different sets of needs. It seems appropriate then that their training be different in some ways.

Lower standards do exist in some native teacher education programs, as in many alternate teacher education programs. The fadishness (unfortunately) of Indian education, the urgent need for more Indian teachers, political pressures and the fuzzy thinking of the so-called "bleeding hearts" all contribute to this.

Lower Standards

In some programs standards are lower in academic background and facility in English. It is laudable to admit to teacher education programs students who show potential but who have large gaps in their academic background. It is indefensible to graduate such students without them having taken a single college level English course or adequately filled in their academic gaps.

Special Programs

There is always some resistance to special programs especially when these programs are directed towards racial or ethnic minorities. The resistance may come from the ethnocentric point of view that "our" way is the best and everyone must adjust to it. Or the resistance may come from the point of view that such programs lead groups of people even further apart - and could result in even less cooperation and more ill will. The argument may also come from the individual who feels that all people must be treated equally. Regardless of the reason, the resistance exists and it constitutes a major obstacle to development of the Indian teacher education programs.

Ethnocentrism

The ethnocentric point of view has no rational basis, even though it is a popular viewpoint. It seems to rise from a lack of knowledge of other cultures, and an inability to recognize alternatives. Ethnocentrism is usually the basis for prejudice and discrimination.

Leading racial groups apart

The argument that special programs will lead groups further apart and result in even more problems is reasonable when the majority and minority groups are already working well together and come together as equals. In the Canadian situation where non-Indians clearly dominate the education environment and where the native people are not equal in terms of educational opportunity, economic level or political power, the argument is not valid. Indeed there are many examples where a special separate program will overcome a large number of problems and result in greater long term cooperation between Indians and non-Indians.

Equality

The argument that all people must be treated equally assumes that all people have equal opportunity - an untenable assumption. Fortunately most educators long ago left the dream world of trying to treat students equally, and entered the real world of trying to treat individuals according to their needs.

There is nothing more unequal than treating unequals equally.

In most cases, native Indian teacher education programs are special responses to needs not to race. Most of the differences in educational needs are culturally based and are very important differences. But by responding to needs, the programs are more able to respond to differences between regions and between individuals. A response to race can easily lead to generalizations about all Indians and exaggerate racial differences.

Overspecialization

There is some concern that the programs have become too specialized. There is the fear that the students in these programs have concentrated so much on teaching native Indian children, they will be ineffective teachers of non-Indian children. In most cases this is an unnecessary concern. First, there are more similarities than differences in the basic skills required to be an effective teacher of Indian and non-Indian children. Secondly, it is almost impossible for an Indian student to avoid developing teaching skills that are more appropriate to non-Indians, because the non-Indian orientation of the school system is so pervasive.

In any event, it is unwise to make a generalization about the effectiveness of all native teachers for all teaching situations. A wiser action is to assess the coursework, professional training, personal skills and background of the individual in relation to the job requirements - just as one would assess a prospective teacher who had concentrated in Special Education, European History or Mathematics in his or her teacher education.

Student Teaching

The student teaching component of the native Indian teacher education programs continues to be a major problem. It is a problem of all teacher education programs but it is more critical in the native programs.

The native Indian programs usually have more student teaching than the regular programs, and they usually begin student teaching much earlier. This places a two-fold burden on the school. More student teaching places and sponsor teachers must be found, and the student teacher arrives at the classroom with little or no preparation.

Few people will argue against the increase in student teaching time. Teacher education programs are increasingly criticized for being too academic and theoretical and this is an effective way of making them practical and useful.

It is important also that the native student teachers, perhaps all student teachers, be in the classroom earlier. The education background courses and the academic courses become more relevant if the student teacher is in regular contact with a real classroom. It is particularly important that Indian student teachers get into the classroom earlier because they so often lack models of good teaching from their own schooling.

Control

A continuing problem is the sharing of control of the programs between

native Indians, the universities, the school system, and government. At the present time most of the control rests with universities. But there is increasing pressure from Indian people for more real control if the programs are to become maximally effective. As the school component increases, the schools are justifiably asking for a greater say in the programs. And as the contribution of government increases - sometimes six times the per pupil cost of regular programs - the government is pressing for more control. Two directions toward solving this problem are an increased sensitivity by program staff to input from the concerned group, and the establishment of Program Committees with real power and with membership from all constituent groups - particularly native Indians.

Assimilation or Integration

The most important problem, however, is that the programs have not really dealt with this question: In the long term are the programs simply a more effective form of assimilation, or are they truly integrative? Stated in more detail the question is: Are the programs training Indian people who in the long term will be virtually identical to the majority society, or are the programs truly providing native Indians with the opportunity to maintain and develop components of their own cultures - components that may differ significantly from those of the non-Indian cultures?

Even if the programs are very effective in training native Indian people as teachers, they aren't necessarily effective in developing the skills and knowledge that will give Indians a real choice between elements of non-Indian cultures and elements of their own.

Questions are being asked by the Indian community about the Indianness of some of the programs. There are continuing pressures from the universities and teacher certification authorities to conform to the usual requirements. There is a relationship in both cases to the question I am asking.

This is not a theoretical question - it is highly practical. Over the next few years the answer to the question will be affecting the individual Indian child in the classroom. In ten years we may be looking back and asking ourselves why we didn't provide more opportunities for things Indian.

We must somehow find a balance between developing skills and knowledge necessary for all teachers, and developing skills and knowledge that will give Indians real choices in their cultural development.

The Future

The future of the native Indian teacher education programs seems bright. The programs are demonstrating their effectiveness and establishing their credibility with Indian people, the teaching profession and educators in general. There seems to be four important trends in the future.

More Indian control

The most important trend is related to the increased pressure from Indian people for more control of the education of their children. Pressures will increase for more Indian control of policy making, personnel selection and curriculum. Non-Indian educators need not fear this trend. Indeed some of the most effective programs have the greatest degree of Indian control. My experience is that Indian people want their share of the control, appropriate to their numbers, appropriate to their growing expertise, and appropriate to the needs of their children. Most Indian parents are even more opposed to radical change in education than their non-Indian counterparts.

Program-School Cooperation

Another trend is for a greater degree of cooperation between the programs and the schools. The native Indian education programs are generally more school-based but not as effectively school-based as they wish. Discussions with participants in these programs lead me to believe that they are working to improve the course content/school experience relationship of their programs.

Declining Enrollment and Financial Support

There is a trend, just beginning, towards a slight decline in enrollment and shrinking financial support. This of course is a major problem facing all education programs. However, since the need for more Indian teachers is still desperate, this trend will probably affect the native Indian programs less than others.

Interprogram Cooperation

A final trend is that the benefits of cooperation between the programs seems to be leading towards even more cooperation between them. Exchange visits between programs are more common. Certainly communication is more common. The importance of the annual Canadian Indian Teacher Education Projects (CITEP) Conference is increasing as evidenced by the quality of the conference program and the establishment of group projects.

Conclusion

The Canadian native Indian teacher education programs appear to be an effective, innovative contribution to the education of native people. The future seems even brighter despite some very real problems. As a result the next five years should see many more Indian people in the teaching profession, the emergence of an even more effective Indian leadership in education, and most important a better education for the individual Indian child.